



**PHD**

**English As A Foreign Language (Efl) Learning Through Classroom Interaction  
An Investigation Of Participants' Collaborative Use Of Speech Prosody In Classroom  
Activities In A Secondary Efl Classroom**

Zhao, Xin

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**ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNING THROUGH  
CLASSROOM INTERACTION:  
AN INVESTIGATION OF PARTICIPANTS' COLLABORATIVE USE OF  
SPEECH PROSODY IN CLASSROOM ACTIVITIES IN A SECONDARY  
EFL CLASSROOM IN CHINA**

**Xin Zhao**

A thesis submitted for the degree of  
Doctor of Philosophy

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Department of Education  
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## Declaration of authenticity for doctoral theses

I hereby declare that this thesis, submitted in partial fulfilment of the requirements for the degree of Doctor of Education, contains no material previously published or written in any medium by another person, except where appropriate reference has been made.



## **Abstract**

Conversational prosody or tone of voice (e.g. intonation, pauses, speech rate etc.) plays an essential role in our daily communication. Research studies in various contexts have shown that prosody can function as an interactional device for the management of our social interaction (Hellermann, 2003, Wennerstrom, 2001, Wells and Macfarlane, 1998, Couper-Kuhlen, 1996). However, not much research focus has been given to the pedagogical implications of conversational prosody in classroom teaching and learning. Informed by Community of Practice theory (Lave and Wenger, 1991) and Academic Task and Social Participation Structure (Erickson, 1982), which place participation at the core of the learning development, the current research employs an exploratory case study to examine the function of speech prosody during the co-construction of classroom talk-in-interaction in and between different classroom activities (e.g. whole class instruction, group discussion, group presentation, etc.). Audio–video data of classroom lessons were collected over a two-month period. Transcribing conventions described by Atkinson and Heritage (1984) were adopted to note the prosodic features in the recordings. Prosodic features such as pauses, volume, intonation, and speech rate were set as the main criteria for analysing the classroom talk. Analysis of the transcripts showed that speech prosody can function as a coordination tool for language learners to organise their social participation roles in collaborative learning activities (e.g. forming alignment, managing turn-taking, signalling repair sequences, etc.). The research also showed that prosody can function as a pedagogical tool for language teachers to manage classroom interactional ground (e.g. provide scaffolding, align academic task structure and social participation structure, frame classroom environment, etc.). Moreover, the research showed that prosodic analysis can be an effective tool in unfolding the pedagogical importance of classroom interaction (e.g. IRE/F sequences) in classroom teaching and learning.

**Key words:** Prosody, Classroom talk, EFL learning





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## **Chapter One: Introduction**

### **1.1 Research background**

English as a foreign language (EFL) courses are in the secondary school curriculum of many nations. In China, EFL teachers (particularly spoken EFL teachers) in secondary schools are facing challenging situations: to help students to learn and practice spoken English in classrooms with large student numbers and with limited lesson time (please refer to section 2.3 for details). Therefore, the quality of classroom interaction is of great importance in helping students to learn and practice spoken English. Recent research has given much attention to the quality of classroom interaction with the aim of identifying good pedagogical practice for language teaching (Hardman et al., 2008; Hellermann and Cole, 2009; Nassaji and Wells, 2000). Many researchers have conducted studies on students' language development with a focus on the lexical content of language use in classrooms (Gass, 1977; Liebscher and Dailey-O'Cain, 2005; Miller and Aldred, 2000). Different from previous research, this current research employs an exploratory case study of an EFL classroom in a secondary school in China, focusing on one particular aspect of classroom talk-in-interaction, speech prosody, to analyse the EFL teaching and learning process.

Conversational prosody or tone of voice (e.g. intonation, pauses, speech rate etc.) plays an essential role in our daily communication (please refer to section 2.1 for details). Existing research has demonstrated the importance of prosody in various contexts of interaction (Hellermann, 2003, 2005, 2008; Wennerstrom, 2001; Cutler et al., 1997; Szczepek, 2006; Skidmore and Murakami, 2010) and pointed out its interactive feature in managing social situations (Couper-Kuhlen, 1996, 2001; Hellermann, 2003; Wells and Macfarlane, 1998). This research investigates how the teacher and students in an English as a second language (EFL) classroom, through the collaborative use of prosody in classroom talk, co-construct knowledge and negotiate participation structure in various learning activities.

### **1.2 Research purposes and research questions**

The research takes a sociocultural perspective. It considers the EFL classroom as a classroom Community of Practice. Knowledge is co-constructed and shared among



members through their participation in forming both Academic Task Structure and Social Participation Structure of a lesson (Erickson, 1982; O'Connor, 1993; Kovalainen and Kumpulainen, 2005, 2007). It examines the micro-level of classroom conversation through the lens of prosodic analysis. Particularly, by looking at the teacher and students' collaborative use of speech prosody (e.g. intonation, pauses, volume, speech rate, etc.) in various classroom activities, the study has the following purposes:

- 1) To map the prosodic features of classroom talk in classroom activities (whole class instruction, group discussion, group presentation)
- 2) To investigate the function of prosody in the co-construction of classroom talk by the teacher and students

These purposes will be realized by collecting audio–video data from an EFL classroom and analysing the transcripts from the data, which allow the following specific research questions to be addressed in the light of empirical evidence.

RQ 1) To what extent do students and the teacher collaboratively use prosody to construct turn-taking in classroom talk?

RQ 2) To what extent do students and the teacher collaboratively use prosody to organise their participation roles in learning activities and co-establish classroom participation structure?

RQ 3) Can prosodic analysis of classroom interaction provide empirical evidence to study the pedagogical significance of classroom interaction, e.g. IRE/F, or scaffolding activities?

### **1.3 Organisation of the thesis**

Chapter One presents an introduction of the research. It provides brief research background information, research purposes and research questions, and an overview of the thesis organisation.

Chapter Two presents the context of the research, including a brief background of the educational context in China, the national College Entrance Exam, secondary school curriculum, and challenges of EFL teachers in secondary schools in China.

The research then calls for the need to conduct a case study on classroom interaction to investigate EFL teaching and learning.

Chapter Three provides the theoretical underpinning of the current research. It first provides a review of prosody research and its application in various contexts, calling for an investigation on the collaborative use of prosody by the teacher and students in the EFL classroom context. The chapter then moves on to explain guiding theories for this research, such as Community of Practice (Lave and Wenger, 1991), Academic task and Social Participation Structure (Erickson, 1982), etc. The chapter also provides a review of concepts on classroom interaction which are also used to guide data analysis, e.g. turn-taking, repair sequences, etc.

Chapter Four describes the methodology of the research. It describes the research design and detailed methods for data collection, transcription and analysis adopted in order to answer the research questions listed in chapter 1.2. It also provides a brief description of the case study school, the classroom context, etc.

Chapters Five, Six, and Seven provide a detailed prosodic analysis of the classroom conversation in various activities: teacher's whole class instruction, students' group discussion, and students' presentations. In Chapter Five, episodes selected for analysis are from teacher-fronted whole class instruction, including teacher's instruction with no student participation, teacher-individual student interaction, to teacher-multi student interaction. In Chapter Six, episodes selected for analysis are from group discussion activities, including teacher-fronted discussions with individual student and with multiple students, student-centred discussion with and without the teacher's participation. In chapter Seven, episodes selected for analysis are from students' group presentations, including individual student presentation, pair presentation, group presentation and 'learning by teaching' activity where individual students take the teacher's role and interact with members from other groups.

Chapters Eight and Nine provide a discussion and a conclusion for the thesis. Chapter Eight goes on to discuss the main findings based on data analysis. Finally

Chapter Nine shows the research implication, limitation, and provides suggestions for future research.

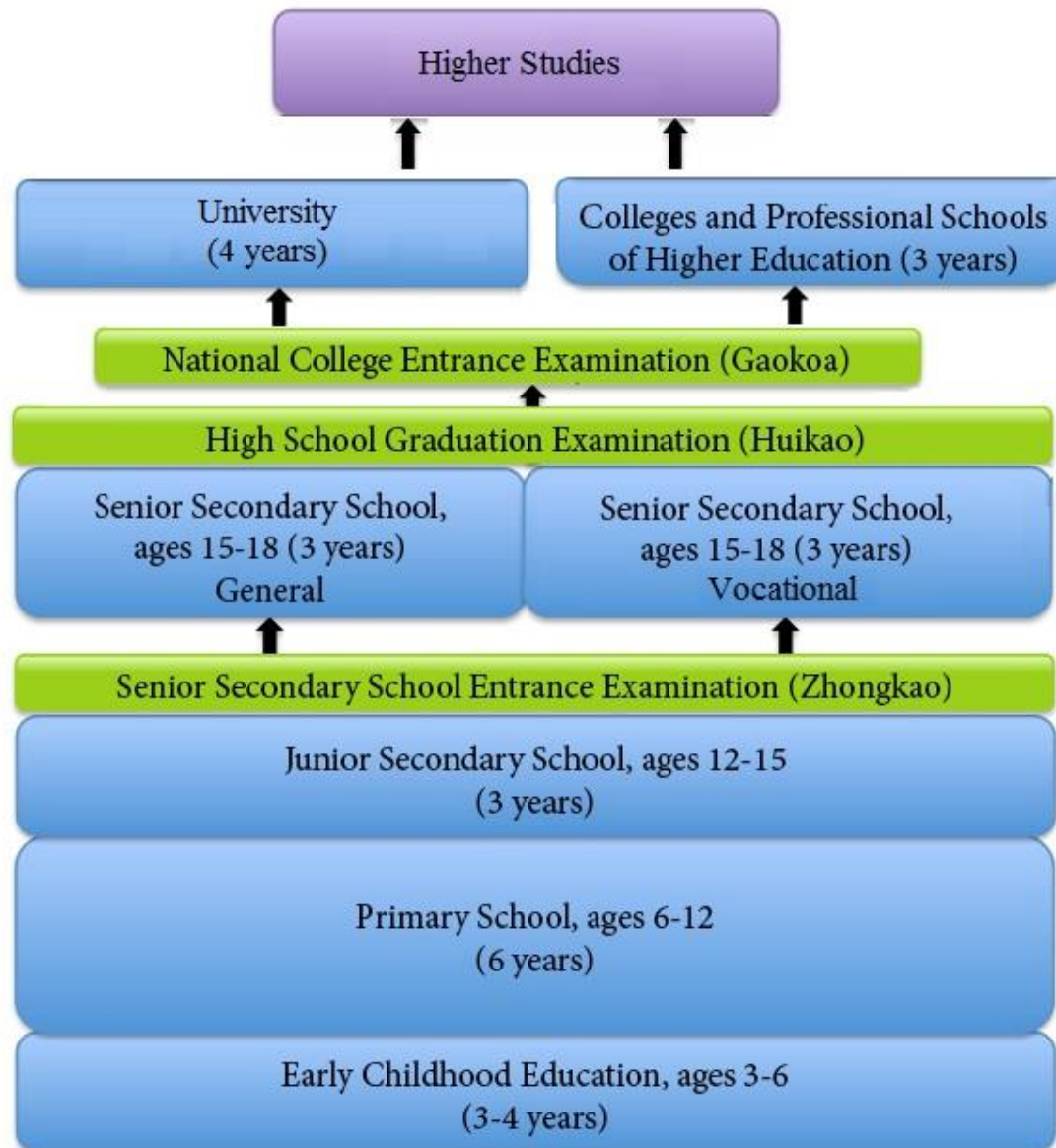
## **Chapter Two: Context of the study**

This chapter introduces the background context in which the current research project sits. The chapter is further divided into three main parts. The first part provides an overview of the education system in China and a brief introduction of College Entrance Exam (CEE) which participants in the research are facing. The second part introduces the school curriculum in secondary schools in China. The third part states some of the challenges that EFL teachers in secondary schools in China are facing. The chapter finishes with stressing the educational value of classroom interaction in EFL teaching and learning.

### **2.1 Overview of education system and College Entrance Exam (CEE)**

As this research adopts a case study of an EFL classroom in a secondary school in China, it is necessary to introduce the overall education system in China, under which the research has been carried out. As can be seen from Figure 1 below, Chinese students need to take 12 years to complete primary, junior secondary (middle school) and senior secondary (high school) education before starting university. Compulsory education includes six years of primary education and three years of junior secondary education. Students then move on to senior secondary school to study for another three years at the end of which, they take the annual College Entrance Examination (CEE) to get access to four-year higher education, or three-year lower-ranking college and professional studies (Figure 1).

Figure 1: The structure of the Chinese education system, adopted and modified from the data provided by Centre on International Education Benchmarking Organization



Studies have expressed concern that the competitive nature of CEE may put too much pressure on students, leading to inequality among the young generation (Liu, 2013, Liu and Liu, 2005, Holsinger and Jacob, 2009). The CEE only takes place once a year. Students with good CEE scores can get into higher education institutions. However, if a student fails to meet the pass criteria (an overall CEE score) set by a college or professional institution, he or she has to either resit 3<sup>rd</sup> grade secondary education for an entire year to take the next CEE or quit education. According to research statistics in 2006, among 9.5 million students who took CEE,

only 2.6 million (27%) students got into higher education institutions. Another 2.7 million (28%) students were admitted to lower colleges and professional schools. And 4.27 million (45%) of the entire 9.5 million students were not admitted to any institution, among which 2.83 (30%) were students retaking CEE from the previous year (Wang, 2006). The higher education institutions are further divided into three levels, top level universities, second level universities, and third level universities which have different entry scores. Students who graduate from top level universities are favoured by employers in the job market compared to those who graduate from lower level universities. The elite universities in China are universities of 'Project 211' or 'Project 985', which are selected by the government among the top level universities. Project 211 includes 100 institutions of higher education and key disciplinary areas which are set as a national priority for the 21st century by the government. Project 985 includes almost 40 institutions and was set by the government on 4th May 1998 with the aim of establishing world-class institutions. Certification from those universities can greatly help students in job hunting after graduation.

## **2.2 The Curriculum context of senior secondary schools in China**

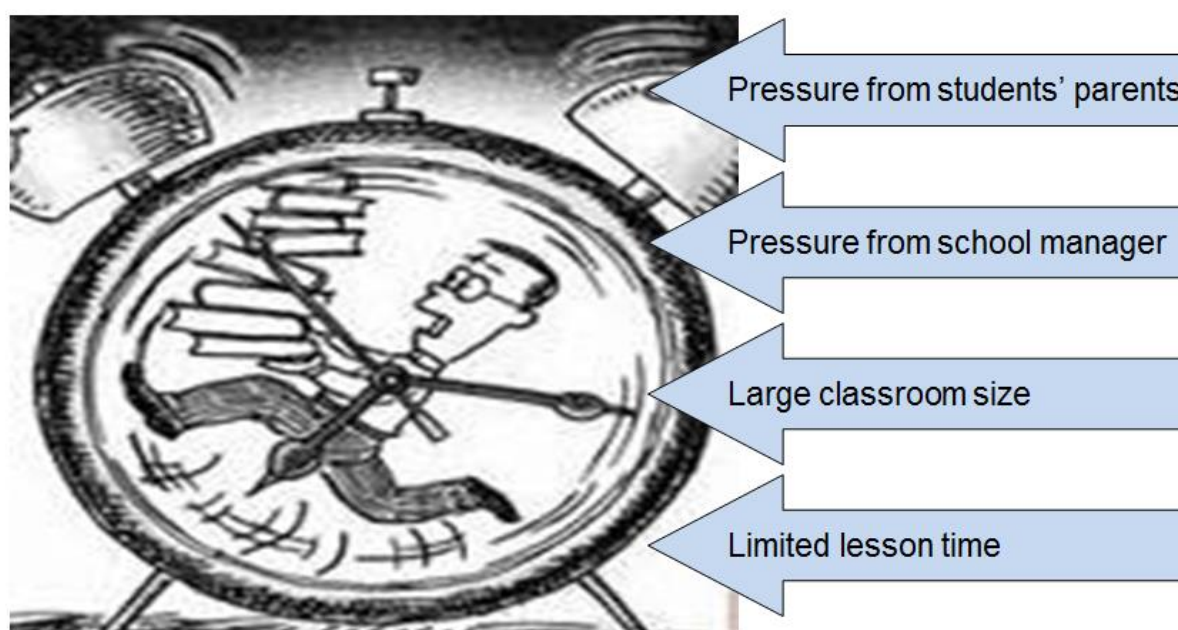
Since the resumption of CEE in 1977 after the Chinese Cultural Revolution, the annual exam has taken two forms: CEE of natural science and CEE of social science. The annual exam consists of six subjects. CEE of natural science includes Mandarin exam, English exam, mathematics exam and a combined exam of physics, chemistry and biology. CEE of social science includes Mandarin exam, English exam, mathematics exam and a combined exam of politics, history, and geography. Accordingly, senior secondary schools (high schools) in China adopt two curriculums, natural science curriculum and social science curriculum. Students start senior secondary school with the same curriculum, three major subjects, Mandarin, English, and mathematics and minor subjects including politics, history, geography, physics, chemistry and biology. At the beginning of the second year, students need to choose between the social science curriculum and the natural science curriculum. The two curriculums share the same three major subjects, Mandarin, English, and mathematics. Students of the social science curriculum study politics, history, and geography together with the three major subjects. Students of the natural science curriculum study physics, chemistry and biology, and the three major subjects.

English as a major subject of both curriculums accounts for 20% of the overall CEE score. Thus English lessons have been given more attention by teachers and students compared to minor subjects such as geography and biology. The participants in the current research were students of the social science curriculum.

### 2.3 Challenges of EFL classrooms in secondary schools in China

Secondary school teachers in China are under great pressure from both students' parents who wish their children to get into elite universities and from school managers who expect good CEE scores from students as a way of advertising their schools to expand their student numbers (Gu, 2014). Therefore, the majority of classes in China are conducted with exam-oriented pedagogies in order to prepare students for passing the CEE test (Kirkpatrick and Zang, 2011, Wang, 2006). As shown in Figure 2 below, spoken EFL teachers in secondary schools in China are facing even more challenges: to encourage students' participation in classroom activities with large classroom size (50 students on average) and limited lesson time (45minutes) (Jin & Cortazzi, 1998; Zhu, 2003).

Figure 2: Challenges of EFL teachers in secondary schools in China (Zhu, 2003)



It is therefore important for teachers and students to make best use of classroom talk within the limited lesson time to co-create opportunities for English language

learning. The current research thus places its focus on the classroom talk during teacher-student interaction and peer interaction within joint classroom activities.

## **2.4 Chapter summary**

This chapter has provided brief background information for the research, including the educational system in China, the national College Entrance Exam, secondary school curriculum, and challenges of EFL teachers and students. There is therefore a need to investigate EFL classroom interaction in the context of presented challenges.





## **Chapter Three: Literature Review**

### **3.1 Chapter introduction**

This chapter provides the theoretical underpinning of the current research. The review can be further divided into three theoretical areas, all of which are interrelated. The first part (Section 3.2) provides a literature review of prosody and its application in classroom teaching and learning. The second part (Sections 3.3 and 3.4) addresses theoretical concepts of classroom teaching and learning under the Sociocultural Framework, such as Community of Practice (Lave and Wenger, 1991), Academic task and Social Participation Structure (Erickson, 1982), etc. The final section (Sections 3.5 and 3.6) provides a review of concepts which are drawn from research on classroom interaction, such as turn-taking, Teacher's Initiation, Student's Response, and Teacher's Evaluation/ Feedback (IRE/F) sequences, repair sequences, etc. The summary of this chapter (Section 3.7) links the theoretical areas together and restates the importance of the current research in investigating the participants' collaborative use of prosody in EFL classroom teaching and learning.

### **3.2 Conversational prosody**

#### **3.2.1 Definition of prosody**

The definition of the word 'prosody' varies within the Language and Speech domain. As concluded by Cutler et al. (1997, p142), the definition of prosody usually falls between two extremes, 'one being the structure that organizes the sound; the other being a synonym for suprasegmental features, such as pitch, tempo, loudness, pause'. Couper-Kuhlen and Selting (1996, p11) states that prosody 'is understood to comprise the musical attributes of speech auditory effects, such as melody, dynamics, rhythm, tempo, and pause'. Similarly, Szczeppek (2006, p3) provides a definition of prosody, stating that in most phonological traditions, 'prosody is understood to comprise the suprasegmental elements of speech pitch, which is realized in the form of intonation and pitch register; loudness, which is realized in the form of stress on single syllables and loudness over longer stretches of talk; time, which is realized in the form of duration, tempo, speech rate, rhythm and pause'. This current research considers prosody to be an abstract structure which reveals itself through its suprasegmental properties (e.g. speech rate, volume, pause etc.) and only by investigating these properties during the co-construction of conversation across turn-

taking, can we have a better understanding of its communicative and pedagogical functions in classroom activities

### **3.2.2 Prosody in social interaction**

Conversational prosody is an essential part of our social interaction. Cutler et al. (1997, p178) state that ‘the acoustic realization of a word or a phrase greatly influences the concept it conveys into discourse structure’. For example, the phrase ‘I’m sorry’ with different prosodic features can express different meanings, such as sincerity, sarcasm, sometimes even uncertainty about others’ utterances. According to Hutchby and Wooffitt (1999, p1), ‘speaker and listener do not only attempt to exchange information or convey messages to each other, but are mutually orienting to and collaborating with each other in order to achieve orderly and meaningful communication’. Similarly, Szczepek (2006) argues that participants of a speech activity can orient to each other’s prosodic information and negotiate turn-taking of a conversation, a term she names as ‘prosodic orientation’.

### **3.2.3 Rationale for studying prosody**

Research on prosody has pointed out its interactive feature in social organizations (Hellermann, 2003, Couper-Kuhlen, 2001, Wells and Macfarlane, 1998, Couper-Kuhlen, 1996). Hellermann (2003) argues that prosody can function as an important interactional device in the management of social interaction. Ephratt (2008) considers the interplay of syntax and prosody as a resource for participants to build turn construction units of classroom interaction. Erickson (1982) points out the importance for participants in an interactional event to be able to signal to one another the sequentially functional slots in interaction. He argues that prosody cues (e.g. pitch, volume, tempos) and non-verbal cues (e.g. postural position, gaze, hand gesture, etc.) are importance contextual cues, which can assist conversational participants to anticipate the arrival of a functionally significant slot during the construction of turn-taking. He further argues that participants’ signalling for and orienting to each other is important on two levels. It is important for the construction of immediate turn-taking slots, e.g. signalling the ‘Transitional Relevant Place’ (Sacks, et.al, 1974, p706). It is also important for the construction of a level of sequential organisation, the construction of a ‘topic relevant set’, e.g. signalling the shift of academic task structure. Similarly, Skidmore and Murakami (2010) conducted research on teacher-student dialogue in a secondary English classroom.

They point out that prosody has its pedagogical value and may be used to signal shifts in footing between different kinds of classroom activities. Skidmore (2008, p80) argues that the prosody of speech is not an optional extra, but an integral part of how we perform acts of meaning, through which, people exchange social values. He thus calls for research to consider speaking as a ‘communicative activity in which structure and dynamic aspects of language are functionally integrated in the act of articulating an utterance’. Nöth et al. (2002) consider speech prosody as an integral part of speech communication and call for research to treat utterance as a complex whole where the structural and dynamic elements of speech are functionally combined. It is therefore important for the current research to investigate how classroom participants orient to each other’s prosodic information and co-construct classroom talk in EFL classroom activities. Conversational prosody always works in conjunction with other verbal or non-verbal communications (e.g. explicit words, hand gestures) and functions as a communicative device in a social environment (McCafferty, 1998; Hellermann, 2009; Skidmore 2008). Therefore, instead of focusing on individual prosodic features, this research focuses on joint prosodic features with their lexical and non-verbal content in order to analyse fully participants’ collaborative use of prosody in the process of negotiating participation roles and constructing classroom participation structure.

To summarize, in classroom settings, especially in a spoken EFL classroom, prosody plays an essential role in classroom interaction. Therefore, this current research aims to provide a detailed analysis of the classroom talk, focusing on the collaborative use of prosodic features across turn-taking by the teacher and students in different learning activities (e.g. teacher instruction, group discussion, and group presentation). It investigates how participants display and orient to each other’s prosodic information to co-construct classroom talk, negotiate participation roles, and build classroom social participation structure. Due to limitations, this current research will focus on the use of prosodic features: speech volume, speech rate, and pauses in classroom talk-in-interaction.

### **3.3 Sociocultural perspective and Scaffolding**

#### **3.3.1 Sociocultural theory**

This research takes a sociocultural perspective, considering that knowledge is co-constructed and shared by people through social interaction. Learning is situated in the social and cultural context. Language is a cognitive and cultural artefact in mediating learning development. Tharp and Gallimore (1988) argue that Vygotsky's view on language and the Zone of Proximal Development (ZPD) has profound implications for teaching, schooling, and education (Vygotsky, 1978, p87). It provides researchers a framework to 'investigate human cognition systematically without isolating it from social context or human agency' (Thorne, 2005, p393). Vygotsky (1978) places language at the core of learning and considers social interaction as an essential to cognitive development. He described language as a cultural as well as psychological tool. He proposed that there is a close relationship between these kinds of uses, that 'intermental' (social, interactional) activity forges some of the most important 'intramental' (individual) cognitive capabilities (Vygotsky, 1978). Children's involvement in joint activities generates new understandings and ways of thinking.

#### **3.3.2 ZPD and Scaffolding**

Vygotsky (1978, p87) also defines the term 'Zone of Proximal Development' (ZPD) as the distance between 'the actual developmental level as determined by independent problem solving' and 'the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers'. According to Vygotsky, teachers' instruction during children's ZPD is essential to their cognitive development. Similarly, Wood et al. (1976, p90) first conceptualized the term 'scaffolding' as a form of adult assistance that, 'enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his or her unassisted efforts'. Harvey et al. (2012) argue that the guided co-construction of knowledge, in which a teacher talks with pupils in whole class, group and individual situations to guide their thinking, is central to the educational process. Mercer (1995) points out that one crucial quality of scaffolding is that the guidance and support needs to be increased or withdrawn in response to the development of the learner's competence. Similarly, Stone (1998) described the titration feature of scaffolding, arguing that experts should adjust the amount of help they provide and

withdraw the help gradually during the learner's development process. Other studies have also shown the importance of 'titrating' scaffolding during learners' process of development (Elbers et al., 2013, Van de Pol and Elbers, 2013, Wells, 1999). Cazden (2001) distinguishes two types of scaffolding, 'front-loaded scaffolding' and 'immediate scaffolding'. Front-loaded scaffolding refers to scaffolds which are built in advance with an aim to prepare learners for future complicated tasks, whereas immediate scaffolding refers to scaffolds which are immediately contingent to learners' action, such as providing immediate correction on students' grammar and vocabulary. Rojas-Drummond et al. (2013, p11) use the term 'dialogic scaffolding' to refer to scaffolding processes that are 'enacted through the dialogic interactions among teachers and learners'. In the current research, both front-loaded scaffolding and immediate scaffolding are identified in the dialogic interaction between the teacher and students. The transfer of the teacher's responsibility during dialogic scaffolding (Van de Pol and Elbers, 2013) is also found in the current research data.

### **3.4 Community of Practice, Academic Task and Participation Structure, Engagement**

#### **3.4.1 Classroom Community of Practice**

Olitsky (2006, p33) argues that students' incentive for acquiring new knowledge and skills not only derives from intrinsic interest in the topic, or examine oriented learning system, but also from 'the desire to contribute as valued members of the community'. Lave and Wenger (1991) while stressing the importance of interaction, suggest that learning is situated in the interaction among members in a Community of Practice. Brouwer and Wagner (2007, p33) state that, 'learning is situated; learning is social; and knowledge is located in Communities of Practice' and that 'learning not only takes place in the social world but also constitutes that world'.

Community of Practice, according to Lave and Wenger, are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger 2006, p1). Three crucial characteristics constitute a community of practice: a shared domain of interest; a community where members can interact and learn together; and a practice which members develop in the community through joint participation. Within a community of practice, there is often a core participation group and many peripheral participation groups.

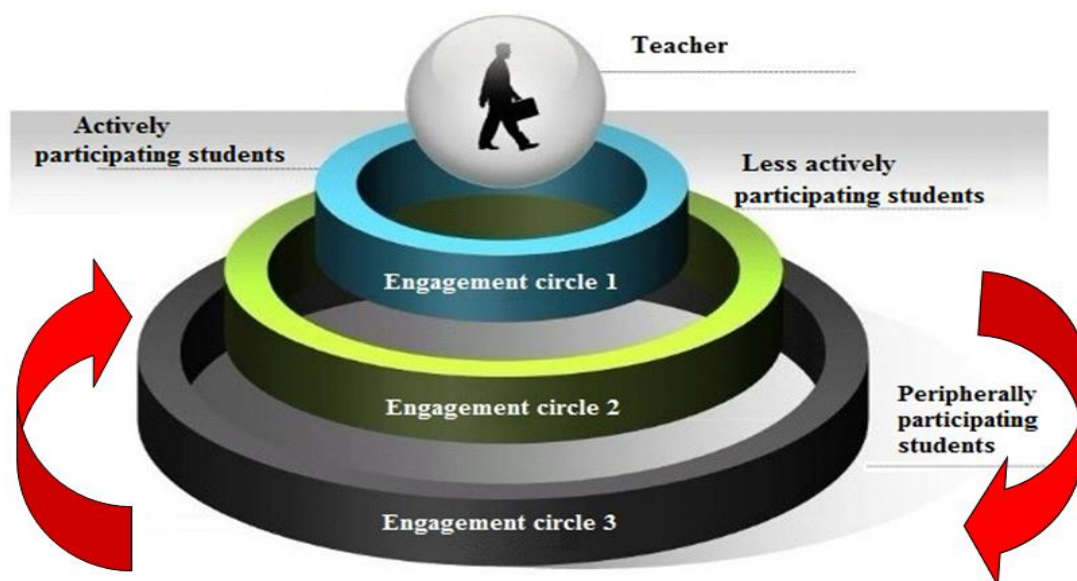
Participation is defined as a socially constructed phenomenon (Wilson and Wharton, 2006) which is essential to members' learning development. According to Wenger (2000) that becoming members of a Community of Practice requires engagement in joint activities, mutuality of norms and relationship among members, and a shared repertoire of communal resources (e.g. language, tools, stories, etc.). He identifies three modes of belonging through which members participate in a Community of Practice: engagement, imagination, and alignment.

Informed by Community of Practice theory, many researchers suggest an approach to consider classrooms as Communities of Practice and investigate learners' development through their participation in classroom tasks (Margutti, 2011, Noor et al., 2010, Gumperz, 1996, Hellermann, 2008). Mondada et al. (2004, p501) state that 'learning is rooted in the learner's participation in social practice and continuous adaptation to the unfolding circumstances and activities that constitute talk-in-interaction'. Kovalainen and Kumpulainen (2007) argue that to conceptualize participation in classroom interaction as socially constructed is to understand that the participation roles of classroom members are both a product of and a tool for the community. They conducted research on teachers and students' co-construction of classroom participation modes through interaction to investigate how these participation modes mediate students' learning opportunities. Their research shows that participation of individuals in classroom interactions is a dynamic and locally established process and is constantly being constructed and reconstructed within a social group. Similarly, Wilson and Wharton (2006, p141) argue that modes of participation are salient 'in the amount of student participation in classroom interaction, in the form and function of classroom interaction as well as in the direction of conversational exchanges among the classroom community'. Therefore, one of the foci of this current research is to study the way the teacher and students collaboratively use prosody to negotiate their participation roles within different classroom activities.

This research considers the recorded EFL classroom as a classroom Community of Practice. The teacher and students, with a shared interest of English language and a shared aim of developing spoken English skills, form a classroom Community of Practice. Language is not only the outcome of practice in the classroom Community

of Practice but also functions as an interactive device during members' participation in joint activities. Learning takes place in the process of a student's moving from Legitimate Peripheral Participation to a Core Participation in classroom learning activities. Figure 3 below proposes a mode of classroom Community of Practice based on the current research.

Figure 3: An EFL classroom Community of Practice from the current research



Students who actively participate in classroom activities form engagement circle 1. Students who less actively participate in classroom activities form engagement circle 2. And students who peripherally participate in classroom activities form engagement circle 3. The teacher thus has an important role in managing the classroom participation mode and encouraging students to move from peripheral participation to the core participation through classroom interaction. Thus it is essential to study how teachers and students through verbal and non-verbal communication co-construct classroom talk and negotiate participation roles to build effective classroom Community of Practice.

Although Community of Practice theory has been widely used in many studies (Brown, 2007b; Olitsky, 2007; Hellermann, 2008; O'Connor and Michaels, 1993), some researchers have pointed out its potential challenges and limitations (Amin and



Roberts, 2008; Kerno, 2008; Hughes and Jewson, 2007; Haneda, 2006; Barton and Tusting, 2005; Fuller and Unwin, 2003).

Amin and Roberts (2007) compared different modes of collaborative work in four areas: organisation, spatial dynamics, innovation outcomes and knowledge processes. They found that the dynamic of the craft-based communities studies by Lave and Wenger (1991) have little in common with other settings, such as high creativity based communities, or virtual learning communities, etc. They argue that Community of Practice theory should not be used as a proxy for all forms of situated knowing. Fuller (2007), in a discussion on Community of Practice theory in the context of workplace learning, criticized the theory for not giving enough focus on learning process that takes place cross contexts in multiple social spaces. Fuller and Unwin (2003) found that members who participated in multiple social settings enjoyed learning experience more than those who were confined in one site and were therefore afforded more opportunities to make links between learning and experience. Similarly, Hager (2005) argued that Community of Practice theory overlooks the process by which self, learning, and the world are constituted and reconstituted.

Kerno (2008, p69) argued that despite its popularity among business and academic community, Community of Practice theory has its limitations due to 'time constraints', 'organisation hierarchies', and 'regional culture'. Kerno believed that many organisations are facing 'time crunch', thus cannot afford their members to engage in prolonged and sustained communities. Moreover, members of a community of practice often follow a pre-existing organizational hierarchy, thus are more concerned with maintaining the organisation chart and hierarchical ordering than maximizing organisational performance. Moreover, Kerno pointed out that due to sociocultural differences (individualism vs collectivism), organisations in western society might find Community of Practice less effective than their counterparts in eastern society.

Similarly, Barton and Tusting (2005) argued that the Community of Practice theory does not take into account of the framings provided by theories of language, literacy, discourse and power, and call for a move beyond the theory, by incorporating a model of language-in-use and a broader social context, as well as paying attention on

to the issue of power and conflict within communities. Haneda (2006) pointed out the limitations of Community of Practice theory in understanding second language learning. She argued that Community of Practice theory does not offer a clear distinction among different types of participants and lack critical analysis of unequal participatory opportunities.

Despite this criticism, I found that Community of Practice theory was very helpful in guiding the current research. As Kerno pointed out, a Community of Practice is most useful when it allows members adequate time to engage in activities, has members that are equivalent in interaction, and has the socio-cultural environment valuing community over individuality. In the current research context, students have been studying together over a period of two years. Although the teacher has higher status in the classroom, there is no hierarchy among student members. Moreover students in this study worked hard for individual learning as well as for the success of their class group in competition with other classes in the same grade. Therefore, Community of Practice theory was used as a guiding theory for this current study.

### **3.4.2 Academic task and social participation structure**

Similar to Community of Practice theory which places members' participation at the core of their learning development, Erickson (1982)'s concept of Academic Task and Social Participation Structure also considers participation as the key in classroom teaching and learning. According to Erickson, successful participation in the lesson involves knowledge of the subject matter and its logical organization as well as knowledge of the discourse and its social organization. Erickson considers academic and social aspects of the task structure of lessons as the learning environment. Teacher and students in classrooms are considered to co-construct two sets of knowledge, knowledge of the Academic Task Structure (ATS) and knowledge of the Social Participation Structure (SPS). According to Erickson (1982), Academic Task Structure can be thought of as a patterned set of constraints provided by the logic of sequencing in the subject-matter content of the lesson.

‘There are four definable aspects of academic task environment in a lesson: the logic of the subject matter sequencing; the information content of the various sequential steps; the meta-content cues toward steps and strategies for

completing the task; the physical materials through which tasks and task components are manifested and with which tasks are accomplished'.  
(Erickson, 1982, p154)

Erickson (1982) argues that the social participation structure can be thought of as a patterned set of constraints on the allocation of interactional rights and obligation of various members of the interacting group.

'The four definable aspects of the social task environment: the social gatekeeping of access to people and other information sources during the lesson, the allocation of communicative rights and obligations among the various functional slots in the interaction. The simultaneous actions of all aspects manifest the social participation structure of the lesson as a learning environment'.  
(Erickson, 1982, p155)

According to Erickson, the social participation structure governs the interaction and can be seen as a configuration of all participation roles in an interactional event. He states the importance of speech prosody as a coordination signal in assisting participants to organise the academic task and social participation structure of a classroom. He also adds pedagogical value to 'elliptic signal', e.g. 'Now'. 'Right', and to postural position, considering them as markers for the formulation of a new sequential position (Erickson, 1982). Data analysis of this research supports his argument and provides further evidence through a detailed prosodic analysis of the classroom talk (please refer to Chapter Eight for details). Informed by Erickson's theory, the current research focuses on students' participation within various classroom activities (e.g. teacher's instruction, group discussion, group presentation, etc.) and investigates the way the teacher and students collaboratively use prosodic features in organising their participation roles and co-constructing academic task and social participation of the classroom Community of Practice.

### **3.4.3 Student engagement**

There is growing body of research on student engagement in classroom settings (Finn et al.,1995; Fredricks et. al 2004; Hellermann, 2008; Skinner & Belmont, 1993 ). Wenger (1998) believes that practice exists in a community of people engaging in actions whose meaning they negotiate with each other. Membership is in fact a matter of mutual engagement which characterizes the community. Hellermann

(2008) conducted research on students' mutual engagement in language learning activities. He argues that learning is a matter of accumulating competencies in the use of interactional resources rather than linguistic products. According to Hellermann, when classroom participants are mutually engaged in classroom tasks, they can develop a better understanding of the nature of the task and negotiate their participation boundaries through the use of interactional resources (verbal and non-verbal communication). The mutual engagement also allows for the local development of a history of shared experiences in which members understand one another's competencies and their roles. Hellermann (2008) collected 165 disengagement sequences at the end of classroom tasks from eight adult learners of English and studied how participants use verbal and non-verbal interactional resources (e.g. prosodic cues of quiet speech with long pause, posture shift, etc.) to indicate their disengagement from previous conversations. According to Hellermann, the sequences of talk for accomplishing basic social practices, like disengagement, give learners the opportunity to negotiate norms for turn-taking and meaning of academic tasks.

Fredricks et al. (2004, p86) argue that 'engagement lies in the interaction of the individual and the setting, and is associated with positive academic outcomes'. According to them, students' engagement is grouped into three interrelating categories, behavioural engagement, emotional engagement, and cognitive engagement. In classroom settings, behavioural engagement is related with students' involvement in learning tasks, e.g. effort, persistence, concentration, attention, asking questions, and contributing to class participation (Finn et al., 1995; Skinner & Belmont, 1993); Emotional engagement concerns students' affective reactions in the classroom, including interest, boredom, happiness, sadness, and anxiety (Connell & Wellborn, 1991; Skinner & Belmont, 1993); Cognitive engagement is defined as an individual's psychological investment in learning the knowledge, skills or crafts that the academic work is intended to promote (Newmann et al., 1992). The three types of engagement are usually inter-changeable. Research focusing on different engagement categories may adopt different methodologies. For example, research with a focus on behaviour engagement tends to adopt structured or semi-structured observation (Nystrand and Gamoran, 1991; Newmann, et al. 1992; Finn et al., 1995),

while research with a focus on emotional engagement often uses self-report as a means of data collection (Peterson et al. 1984, Skinner & Belmont, 1993).

Different from the categorization of engagement by Fredricks et al. (2004), Nystrand and Gamoran (1991) defined two kinds of student engagement: procedural engagement and substantive engagement. The former concerns classroom rules and regulations (e.g. paying attention in class and regularly completing homework). The latter involves a sustained personal commitment to understanding learning content itself (e.g. asking clarification questions, co-constructing conversation topics, etc.). Nystrand and Gamoran (1991) argue that, although procedural engagement has an attenuated relationship to academic achievement, substantive engagement has a stronger and more positive effect on students' achievement. Their research shows that significant achievement occurs when students are engaged in the substance of academic issues. According to Nystrand and Gamoran (1988), substantively engaging dialogue is created through a process of negotiation between teachers and students, and is usually obvious in student-teacher and peer interactions where participation clearly works collaboratively; for example, teachers' uptaking on the substance of a student's response, students' clarification questions, etc. Therefore, to study how the teacher and students of this research are substantively engaged in a class, it is important to investigate classroom interaction in learning activities.

As previously stated, the current research aims to investigate students' engagement through their participation in classroom activities. Procedural engagement such as students' engagement in terms of after school homework is not the focus of the research. Informed by Erickson (1982)'s academic task and social participation structure, this research proposes a new category of student engagement to study the moment to moment turn-taking construction of classroom talk: students' engagement in terms of academic task structure and students' engagement in terms of social participation structure. Students collaboratively construct classroom conversation to solve a given task by the teacher. Thus firstly, students' engagement lies in their participation in task solving. However, the social aspect of classroom interaction also gives students the opportunity to negotiate their participation roles. Therefore, secondly, students' engagement lies in their co-construction of classroom social participation structure.

In an EFL classroom Community of Practice, the teacher and students are mutually engaged in classroom activities through their participation in academic task structure and social participation structure. As research points out the importance of conversational prosody as a coordination tool in organising students' participation (Wennerstrom, 2001, Wells and Macfarlane, 1998, Skidmore and Murakami, 2010, Hellermann, 2003, Erickson, 1982), this research provides a detailed analysis on the collaborative use of prosody by the teacher and students during various classroom activities, with an aim to unfold its functions in classroom teaching and learning.

### **3.5 Classroom interaction**

#### **3.5.1 Turn-taking**

Teaching and learning is a dialogical process, and the quality of social interaction directly influences the learning process (Ingram and Elliott, 2014, Mercer, 1995, Bakhtin, 1981, Wells, 1999). Szczepiek (2014) argues that 'if one is interested in how talk can be used to enable joint intellectual activity, one must be concerned with the ways that shared knowledge is both invoked and created in dialogue'. Kovalainen and Kumpulainen (2007) argue that the moment-by-moment classroom interaction signals what counts as learning, participating and communicating in the classroom. According to them, research that aims at providing a critical examination and possible refinement of the nature of classroom participation needs to make visible elements in classroom interaction which mediate classroom members' opportunities to engage in joint dialogue. To study classroom interaction in a spoken EFL classroom, it is necessary for the current research to focus on the moment to moment construction of turn-taking of classroom talk. Sacks, et al. (1974) consider turn-taking as the basic form of organization for conversation and thus stress its value as a methodological resource.

'Herein lies a central methodological resource for the investigation of conversation, a resource provided by the thoroughly interactional character of conversation. It is a systematic consequence of the turn-taking organization of conversation that it obliges its participants to display to each other, in a turn's talk, their understanding of other turns' talk.  
(Sacks, et. al 1974, p728)

Sacks, et al. (1974) argue that turn-taking units not only assist conversation participants to display their understanding of the topic, but also afford researchers a proof criterion of the conversation data. Sacks, et al. (1974) later in their research propose two terms, namely ‘Turn Constructional Unit’ (TCU) and ‘Transition Relevance Place’ (TRP). They argue that the allocation of turn space is organized around the construction of talk. That despite the theoretical language employed, there is always possible unit completion. And at the end of a TCU, is a TRP, where transfer of speakership is likely to happen. Hirst (2005) believes that TCU and TRP are the results of the interplay of syntax and prosody in the given semantics and calls for research on turn-taking of a speech activity with a focus on a combination of syntax and prosody analyses. Other researchers also stress the importance of non-verbal communication, e.g. gesture and gaze as signals in classroom conversation (Stone, 1998; McCafferty, 1998; Hellermann, 2009). The current research focuses on the participants’ collaborative use of prosody in classroom interaction. It combines prosody with its lexical content and also takes other non-verbal communication (e.g. hand gesture, gaze, etc.) into consideration during the research analysis.

### **3.5.2 Repair sequences**

A phenomenon of particular interest in this research is the use of prosody by the teacher and students in repair sequences in classroom talk. Schegloff et al. (1977) define repair sequences as systematic and orderly products of conversations, which are used to deal with trouble in speaking, hearing, or understanding. According to Schegloff et al. (1977) repair sequences consist of trouble source, repair initiation, and the outcome. Research on repair sequences in conversations has described the function of repair sequences as a communicative strategy or as an indicator of language development. For instance, Hutchby and Wooffitt (1998) describe repair sequences as strategies used by speakers to deal with sources of trouble that occur in spontaneous talk (e.g. incorrect word selection, slips of the tongue etc.). Research has also shown that in classroom settings, learners profit from modified input in their learning process (Hellermann, 2009, Liebscher and Dailey–O’Cain, 2003, Jung, 1999). Liebscher and Dailey–O’Cain (2003) argue that repairs are valuable resources for modified interaction and input in classroom settings which can assist teachers and students in framing their participation patterns during classroom interaction. Jung (1999) points out that repair in conversations not only serves as a tool for speech

correction, but also functions as a pedagogical tool, improving communication between teachers and students. Schegloff et al. (1977) identified two types of repairs in terms of who initiates repair sequences: (1) self-repair (when speakers repair their own speech), (2) other-repair (when speakers' conversation partners repair their speech). According to Schegloff and his colleagues, the most common form of repair sequence is self-initiated same turn repair which takes place normally in the completion of a TCU or sometimes a TRP. Self-initiated same turn repair thus has an important sequential implicativeness in the development of a new sequence of a turn (Schegloff, 1979). Similarly, Buckwalter's research in Spanish second language classes also suggests that self-repair is clearly preferred to other-repair in pair work or group work (Buckwalter, 2001). In the data collected for this research, self-repair also happens frequently, accompanied mostly by prosodic features such as abrupt cut-off speech sound, fast speech rate and/or pauses in short remarks (e.g. 'um'), which have been identified as indicators of the initiation of self-repair sequences (Schegloff, 1979).

### **3.5.3 Speech genres of classroom talk**

Bakhtin (1986) believes that language is realised in the form of individual concrete utterances by participants in various areas of human activity. He defines an utterance as the basic unit of speech communication, determined by speech genres, the specific nature of the particular sphere of communication. Because of the heterogeneous nature of human activity, speech genres are also of various kinds. Bakhtin identifies two types of speech genres, primary speech genre and secondary speech genre. The former has simple forms (e.g. greetings) and the latter more has complex forms and often consists of multiple primary speech genres (e.g. novels). According to Bakhtin, people learn speech genres of their native language in naturalistic settings instead of through systematic schooling.

‘We are given these speech genres in almost the same way that we are given our native language, which we master fluently long before we begin to study grammar. We know our native language-its lexical composition and grammatical structure-not from dictionaries and grammars but from concrete utterances that we hear and that we ourselves reproduce in live speech communication with people around us.’

(Bakhtin, 1986, p78)



Gass and Madden (1985) argue that people absorb speech genre, lexical composition, and grammatical structure of the native language through the concrete everyday communications. However, in second language learning, the natural environment outside classrooms where learners can practice different speech genres through social interaction is limited. Unlike vocabulary and grammar, speech genres do not feature in most EFL textbooks in secondary schools in China. Therefore it is of crucial importance for EFL teachers to create a learning environment, such as a role-play scenario, for language learners to take on different identities and appropriate speech genres through interaction. Examples of students' collaborative use of prosody in role-play to negotiate different speech genres (e.g. authoritative, persuasive, complaint genres) are found in this research analysis (please refer to Chapter Seven).

### **3.5.4 IRE vs IRF sequences**

Different modes of classroom interaction may have different impacts on students' learning. As Nystrand (1997, p29) states, 'specific modes of discourse engender particular epistemic roles for the conversations, and these roles, in turn engender, constrain, and empower their thinking'. Alexander (2001) distinguishes classroom discourse in terms of its organisation, instructional type, function, and form. According to Alexander, classroom discourse can be researched through four areas: its classroom organization (e.g. whole class, group, and individual), pedagogic instruction (e.g. direct instruction, discussion, and monitoring); pedagogic function (e.g. instruction, scaffolding, assessment, information sharing, problem solving, and supervision); and discourse form (e.g. interrogatory, expository, evaluative, and dialogic). As Alexander himself argues, interrogatory whole class direct instruction is the dominant teaching method internationally. Wells (1993) through his research also finds that this three-part IRE/F (Teacher's Initiation, Student's Response, and Teacher's Evaluation/ Feedback) exchange accounts for 70% of whole classroom instruction (Lemke, 1989, Sinclair and Coulthard. 1975).

The traditional triadic dialogue of IRE, despite being frequently adopted by teachers worldwide (Alexander, 2001), receives criticism for leading to transmission style teaching, monologic interaction, or 'authoritative discourse', which limits students' critical thinking (Waring, 2009, Applebee et al., 2003, Nystrand, 1997, Drew and

Heritage, 1992). Applebee et al. (2003) argue that the IRE/F leads to a 'recitation script' in which students are asked to display their knowledge of the correct answer, but have little opportunity to develop their power of reasoning. Drew and Heritage (1992) state IRF sequence in classroom discourse is designed to minimize audience participation. Nystrand (1997) argues that the triadic teacher-dominant exchange is detrimental to students' classroom participation.

A review of research into classroom discourse suggests that teacher-led 'whole class teaching is a universal feature of primary classrooms around the world (Gumperz, 1996, Harvey et al., 2012, Alexander, 2001). Within the triadic dialogue, there are two types of sequences, IRE (initiation, response and evaluation) and IRF which goes beyond mere evaluation. There is a slight difference between IRF and IRE. The former shows the follow-up of the student's answer, while the latter is concerned with the mere evaluation of it, for example, 'correct' or 'incorrect'. Unlike researchers who held negative views towards both IRE and IRF sequences, others found the IRF sequences (teachers' feedback moves which go beyond mere evaluation) can help teachers to extend students' responses and make connections with other parts of the students' total experience (Hellermann, 2003, Wells, 1993, Wells, 1999, Ogden, 2006). For example, Wells (1999), pointing out the difference between IRE and IRF, suggests that by the use of feedback which goes beyond mere evaluation, a teacher can extend a student's answer, draw out its significance, and connect it with the student's experience during lesson topics to create a greater equality of participation for students. Similarly, a number of researchers hold a positive view about the IRF sequence and consider it as a way in which teachers can use their status as facilitators to assist students' participation. For example, Mercer (1992, 1995) considers IRF as a way in which teachers can take their roles as facilitators to help students to achieve a common goal of dialogic learning. Similar to Mercer, Hellermann (2003) believes that the three-part exchanges have a number of consequences for student participation and learning. The analysis of this current research supports Mercer's and Hellermann's arguments. It further suggests that IRF sequences can also function as a front-loaded scaffolding, where the teacher uptakes an individual student's response to the rest of the class (please refer to Chapter Five for details).

### **3.5.5 Authoritative discourse and internally persuasive discourse**

In relation to classroom discourse, there emerge two Bakhtinian concepts, namely, authoritative discourse and internally persuasive discourse. The former refers to those forms of language use which ‘present themselves as unchallengeable orthodoxy, formulating a position which is not open to debate, it demands people’s unconditional allegiance’ (cited by Skidmore, 2000, p284). In contrast to the former discourse, Bakhtin argues that the semantic structure of the latter discourse is not finite, that ‘in each of the new contexts that dialogize it, this discourse is able to reveal ever new ways to mean’ (Bakhtin, 1991, p. 346).

According to Nystrand (1997), the prevalent discursive norm is monological and authoritative, as indicated by the high proportion of teacher-initiated test-like questions; minimal elaboration of pupils’ responses by the teacher, and pupils’ attempts to introduce new subtopics being discouraged or ignored by the teacher. Research has criticized authoritative teaching, for treating students merely as receivers of knowledge and therefore limiting students’ responses and active classroom participation (Moore, 2012, Brown, 2007a, Banning, 2005). Compared to authoritative teaching, recent research has favoured dialogical instruction (Nystrand 1997) during the classroom discourse which is characterized by questions which are not pre-specified; uptake, the incorporation of previous answers into subsequent questions; high-level evaluation, i.e. the extent to which the teacher allows pupils to modify the topic of conversation.

### **3.5.6 Communicative approach and dialogic interaction**

Research has shown that the learning of another language requires more than the knowledge of a grammatical competence (Jennings and Greenberg, 2009, Cazden, 2001, McCarthy, 1991, Michael and Swain, 1980). Hymes (1972) argues that more focus should be placed on developing a language learner’s overall communicative competence which includes the learner’s social knowledge on how and when to use utterances appropriately. Brouwer and Wagner (2007) suggest an approach to consider language development not as the target but as interactional skills and resources in the learning process in the classroom settings. They point out the use of linguistic items by classroom teachers and students, during processes of co-

constructing knowledge and building mutual understanding, can have a great impact on students' learning development.

Studies have shown that more language learning opportunities are needed in classroom activities for language learners to develop the overall communicative competence (Levin and Edwards, 2007, Grzega, 2006, Cazden, 2001b, Byram, 1997, Breen and Candlin, 1980). Research in the field of second language teaching and learning has favoured the communicative approach where language is seen not only as the means but also as the ultimate goal for study (Lei, 2009, Miller and Aldred, 2000, Johnson and Morrow, 1981, Littlewood, 1981, Candlin, 1981, Brumfit and Johnson, 1979, Nunan, 1989). Many researchers have placed emphasis on classroom interaction, pointing out its potential for the provision of language learning opportunities within classroom activities and an enhancement of language learners' input of their everyday experience to classroom learning (Gass, 1997, Allwright, 1984, Anton, 2002, Nunan, 1991). Drawing on the theoretical perspective of dialogism, research has been centred on the dialogic nature of classroom interaction (Bakhtin, 1981, Wells, 1999, Haneda and Wells, 2008, Skidmore and Murakami, 2010). Dialogic interaction has since been placed centrally in classroom teaching and learning practice, for the active involvement of classroom participants in the flow of classroom discourse (Brown, 2007a, Wang, 2007, Skidmore, 2000, Bardovi-Harlig, 1995, Miller, 1992).

### **3.5.7 Teacher-fronted and student-centred activities**

Based on the types of classroom interaction, classroom activities used to be roughly categorized into two types: teacher-fronted activity and student-centred activity. Teacher-fronted activity is characterized by the teacher asking test-like questions and using IRE (initiation, response, evaluation) patterns to evaluate students' learning outcomes. In this kind of activity, speaking rights, the ways by which students get the right to talk as legitimate speakers during teacher-led group discussion (Cazden, 2001), are limited. The teacher's use of nomination plays a major role, followed by a 'handing-over' (by which each student nominates the next speaker) or taking-turns (by which students talk in a pre-arranged order, for example, one after another in a row or in a line). Student-centred activity, on the other hand, is characterized by the teacher asking authentic questions with an aim of encouraging students' talk and

helping students to develop critical thinking and communicative skills. Also, instead of the teacher nominating students, there is a ‘chaining’ in the classroom, whereby students, through reading the invitational hints from the teacher, volunteer to contribute to the classroom discussion.

In describing teacher-fronted and student-centred activities, this research is not aiming to make a comparison and to point out one is better than the other. Both activities have their own merits and defects. Teachers may adopt different methods in order to serve different teaching purposes. Episodes selected for analysis in this research are from various classroom activities, e.g. teacher-fronted whole class instruction, student discussion (both teacher-fronted and student-centred), and student-centred role play, etc. Data analysis of this research shows that the teacher and students orient to each other’s prosody in the process of constructing and shifting classroom social participation structure (e.g. transition from teacher-fronted activity to student-centred activity).

### **3.6 Supportive classroom interaction**

Classroom interaction is seen as a crucial tool for children’s learning development (Cazden, 2001, Mercer, 1995, Hellermann, 2008, Barnes, 1976). Research suggests that supportive interactions between teachers and students can increase the level of students’ engagement, providing opportunities for students to improve academic performance and develop negotiation skills (Pianta, 1999, Pianta et al., 2012, Jennings, 2011). Centring around classroom interaction, researchers points out a need to build a supportive environment to foster students’ learning development (Lantz, 1965, Brackett, 2011, Daniels and Shumow, 2003, Ito and Matsui, 2001, Reyes et al., 2012). Research on classroom teaching and learning suggests that students in an emotionally supportive classroom environment are more engaged in classroom activities (Brackett, 2011, Reyes et al., 2012), and tend to take risks when presented with learning opportunities (Darling-Hammond 2003, Howes and Smith 1995) and have greater academic performance (Brackett, 2011, Reyes et al., 2012).

Collins (2004) uses the term ‘interaction ritual chains’ to describe the chains of interaction that create feelings, group membership and ‘pump up’ individual members with emotional energy to generate cultural capital (e.g. forms of knowledge,

skills). According to Collins, successful interaction ritual chains are characterized by mutual focus of the activity, common rhythm and good positive emotions associated to the group. Hosoda and Aline (2012) investigated interaction ritual chains in a science classroom, with a focus on the micro-level of interactions such as participants' prosodic features in anticipation and synchronization of each other's utterance in dialogue, and coordination of each other's gaze and gesture. Their research findings suggest that successful interaction rituals in classrooms can foster students' engagement in learning activities and can contribute to students' support of peers' learning, thereby creating a supportive classroom Community of Practice. They further argue that the development of students' belonging to the community depends not only on the content topic or methods of instruction, but also on the types of interaction between classroom participation and classroom environment (e.g. students' participation roles in the classroom discussion). Their research findings further point out the importance of a micro-analytical research approach in investigating the interaction in classroom conversations. Therefore, this current research places the investigation of prosody in the process of teacher-student and peer interaction.

### **3.6.1 The use of playful language and laughter in classroom interaction**

Research on classroom interaction has pointed out the importance of using humour or 'playful' language to foster learning development. Bateson (1953) argues that we frame our actions as serious or playful. Coates (2007) carried out research and found that participants in a conversation sometimes co-construct a play frame similar to Jazz music, characterised by overlapping speech, the co-construction of utterances, repetition, etc. And that creativity and collaboration is significantly linked to a playful frame in classroom settings. Sullivan (2000) argues that in second language classrooms, language playfulness functions to mediate the interaction among the participants and the language being learnt. Similarly, Pomerantz and Bell (2011) propose the use of playful language as a communicative mode in building a pedagogical safe house, allowing learners to renegotiate linguistic norms, classroom identities, and power relations. Cekaite and Aronsson (2005) consider shared laughter and shifting of alignment as central aspects of 'classroom politics' and thus call for the need of playful language in second language classrooms. Moreover, playful language can be used by students as a face-saving device (Van Dam, 2002)

or a tool to build alignment with their peers or to seek attention from other students (Cekaite and Aronsson, 2005). Research also shows a preference for playful talk from students (Lin 1999, Lytra 2007) and a close link between playful talk and students' production of creative and more complex use of the target language (Rice, 2009, Kangas, 2010, Waring, 2012, Forman, 2011).

Within the playful classroom framework, one particular interesting phenomenon occurs regularly, which is a joint laughter among participants in speech activity. Laughter is a fundamental human phenomenon which takes place when people feel tickled, anxious, embarrassed or experience humour, etc. Research investigating laughter has placed importance on its acoustic features (Szameitat et al., 2009, Vettin and Todt, 2004, Mowrer et al., 1987) and has implied its social interactive implications in daily communication (Norrick and Spitz, 2008, Coates, 2007, Kotthoff, 2003, Jefferson, 1983, Jefferson, 1979). For example, Jefferson (1979), Jefferson et al. (1977) found that inhaling and exhaling can be indicators for laughter invitation to other conversational participants. Inter-turn pause can signal the declination of a laughter invitation from the speaker on a previous turn. Joint laughter can signal a close-off of a turn pair. Szameitat et al. (2009) argue that acoustic features which accompany the laughter in social interaction can be used as a signal allowing conversational participants to orient to each other's emotional stance. Although research on laughter has been carried out in different contexts (Roth et al., 2011, Norrick and Spitz, 2008, Zdrojowski, 2007, Partington, 2006, Jefferson, 2004), Roth et al. (2011) point out that investigation on laughter in the context of the classroom is limited. Therefore, the current research selects for analysis episodes where the teacher and students co-construct joke-telling activity and sustain a playful environment in group discussion, where joint laughter can be found.

### **3.6.2 Role-play as a carnival square**

Bakhtin (1993) used 'carnival' to describe a new mode of interrelation among individuals which is free from social prohibition and restrictions. He considers carnival as a 'half-real and half-acted' form in which everyone is an active participant and there is no division into performers and spectators in a carnival act. Carnival square, where the carnival act takes place, is therefore filled with carnival atmosphere and carnivalistic laughter. On a carnival square, all hierarchical barriers

and distances among people are temporarily suspended; instead, free and familiar contact of people takes place. Eccentric behaviour, which used to be considered as a violation of the generally accepted behaviour, is welcomed in the carnival square. Tobin et al. (2013) adopted the concept of carnival and theatrical performance into classroom settings, and argued that students' 'theatrical performance' during group work activity can provide positive emotional energy.

One of the classroom activities selected for sequential analysis in this research is joint role-play activity. Research has shown the importance of pretend play and role-play for the development of children's social and cognitive skills (Howes and Matheson, 1992, Lillard et al., 2012, Vygotsky, 1967, Howes et al., 1989). Johnson and Morrow (1981) consider pretend play as an improvisational performance similar to jazz or theatre and is a collaborative activity regulated by children's communicative strategies and intersubjective knowledge. Doyle (1992) carried out sequential analysis on children's initiation and termination of pretend play and found that social pretend play promotes a more sophisticated social interaction. The majority of the research on pretend play has been centred on preschool children. Not much research has been done on the role-play and situational scenarios in the second language settings. This research proposes that role-play or situational scenarios may be able to provide an important interactional ground, a 'carnival square' for students to appropriate communicative strategies through playing characters for future communication outside classrooms. For this reason, episodes of students' role-play activities are selected where students have shown different participation roles through their pretend characters.

### **3.7 Chapter summary**

This research aims to examine the use of conversational prosody in classroom conversation within classroom activities. Coming from a sociocultural perspective, it places the use of language in classroom interaction as the core of the research study and considers the recorded EFL classroom as a Community of Practice. Through the collaborative use of prosody in classroom talk in learning activities, the teacher and students collaboratively form a classroom academic task and social participation structure. During the classroom interaction, scaffolding (e.g. teacher scaffolding, peer scaffolding) is a useful tool to assist students to move from Legitimate



Peripheral Participation to the Core Participation. The research aims to provide a detailed analysis of the classroom talk-in-interaction, focusing on the prosodic features across turn-taking during participants' co-construction of classroom talk in various learning activities (e.g. teacher's instruction, group discussion, group presentation, etc). It investigates how participants display and orient to each other's prosodic information to co-construct classroom talk, negotiate participation roles, and build the classroom social participation structure. Much research has been carried out on investigating prosody in classroom settings (Hellermann, 2003, 2005, 2008). This research is going to extend the literature on L2 research by exploring the use of prosody in an EFL classroom in a secondary school in China.

## **Chapter Four: Research Methodology**

This chapter explains the methodology employed in this research. Section 4.1 restates the research questions and leading theories adopted to guide the research design. Section 4.2 provides a brief outline of the research design. Section 4.3 explains the method of data collection. Section 4.4 explains the method of data transcription. Section 4.5 explains the method of data analysis. Sections 4.6 and 4.7 discuss the issues around reflexivity and ethical considerations. Section 4.8 provides a summary of this current chapter.

### **4.1 Research questions restated**

The research investigates how the teacher and students in an English as a foreign language (EFL) classroom, through the collaborative use of prosody in classroom talk-in-interaction, co-construct knowledge, negotiate participation roles, and form academic task and social participation structure in various learning activities (e.g. whole class instruction, group discussion, role-play, etc.). It aims to fulfil the following research questions:

RQ 1) To what extent do students and the teacher collaboratively use prosody to construct turn-taking in classroom talk?

RQ 2) To what extent do students and the teacher collaboratively use prosody to organise their participation roles in learning activities and co-establish classroom participation structure?

RQ 3) Can prosodic analysis of classroom interaction provide empirical evidence to study the pedagogical significance of classroom interaction, e.g. IRE/F, or scaffolding activities?

### **4.2 Outline of research design**

The research follows an interpretive paradigm (Cohen et al., 2007). Taking a sociocultural perspective, it considers that knowledge is co-constructed and shared among members through their participation in both the academic task structure and social participation structure of a lesson. With an aim to generate evidence to see how prosody functions in the context of EFL teaching and learning in a naturalistic setting, this research adopts a qualitative case study (Yin, 2003), using purposive

sampling to study the teacher and students in an EFL classroom in a secondary school in China. As suggested by Baxter and Jack (2008) qualitative case study methodology affords researchers an effective tool to study the complex phenomena within their contexts. Audio-video recordings are collected as research data through unstructured classroom observation. Transcribing conventions adopted from Conversation Analysis were used for noting down the prosodic features in the classroom talk. Message Unit Analysis proposed by Kovalainen and Kumpulainen (2007) was adopted to guide the macro-level analysis of classroom talk (e.g. social participation structure, interactional sequence of the talk). Sequential analysis with CA conventions and concepts proposed by Skidmore and Murakami (2012) was adopted to guide the micro-level analysis of classroom talk (e.g. the use of prosody in classroom talk).

### **4.3 Data collection method**

#### **4.3.1 Rationale for using classroom observation**

The current research employs an unstructured classroom observation to collect audio-video data of classroom talk. Cohen et al. (2007, p456) argue that observation offers a researcher the opportunity to gather ‘live data’ from naturally occurring social situations. Through classroom observation, researchers can study the moment-to-moment data instead of relying on second-hand information. Observation also gives strong validity to research as it is not merely relying on the accounts of interview participants but offers an insight into the overall context of the research data as well as a way to record non-verbal data. Morrison (1993, p80) states that observation enables researchers to gather data on four level settings, the physical settings (e.g. seating, the physical organisation of the classroom), the human settings (e.g. age, gender, culture of the participants), the interactional settings (e.g. verbal, non-verbal interaction), the program settings (e.g. resources, learning materials, task content, etc.). In the current case study, the lesson context such as task content and the overall interactional modes are all essential data for answering the research questions. Therefore, this research adopts classroom observation as the data collection method.

According to Patton (1990, p202), classroom observation can range from highly-structured to unstructured observation. Highly structured observation assists

researchers in testing the hypothesis they already have in mind. Unstructured observation on the other hand, aims to provide researchers a fresh account to generate hypotheses. As this research is to use an exploratory case study to unfold the function of prosody in EFL teaching and learning, unstructured observation is therefore adopted to serve this purpose.

Gold (1958) proposes four categories in terms of the roles that research takes during classroom observation: the complete participants, the participant-as-observer, the observer-as-participants, and the complete observer (non-participant observer). In order to study the classroom interaction in naturalistic settings, I take on a complete observer role, keeping distance from the research participants through the period of data collection. This is also to minimize the Hawthorne effect in the classroom, the possible effect of the researcher on the behaviour of those being studied (Brown and Dowling, 1998).

#### **4.3.2 Layout of data collection**

As can be seen from table 4 below, the data collection consists of a pilot study, data collection period one, and data collection period two. During the pilot study, the purpose of the data collection is to test recording equipment. Each recorded lesson lasts for 45minutes. Before the first lesson of the pilot study, I tried to search for the best location to set up the tripod of the camera. If the camera was to be set at the back of the classroom, it could not capture the students' facial expressions or gestures. If the camera was to be set at the middle front of the classroom or right corner in front of the classroom against the door, students would look at the camera during the lesson which increases the Hawthorne effect of the research. The best location after testing in the pilot study is for the camera to be placed at the left corner in front of the classroom, where the recording equipment is distant from both the teacher and students. Also, the pilot study shows that a brand new battery of the camera's external microphone can only last for one hour. Continuous use of microphone without changing battery in time will result in the loss of all audio data. To ensure a smooth data collection, I need to change the battery for the external microphone before each lesson. Moreover, the external microphone should not be placed in the teacher's pocket. Any slight movement of the teacher may result in loud background noise which lowers the quality of the classroom talk.

The equipment set-up for the first period of data collection was based on the feedback from the pilot study. The teacher often stands beside students who participate in the classroom talk. He also walks around to talk to students during classroom group discussions. The audio-video data of teacher-student interaction is very clear for data transcription. However, after viewing the data, I realised that an important classroom interaction, student group discussion, was missing in the first period of data collection. Therefore, during the second period of data collection, I introduced an extra voice recorder to the focus group. Students' discussions during group work were clearly collected for analysis.

Table 4 Summary of data collection activities

Data collection	Dates	Purpose	Lesson recorded	Issues identified
Pilot study	2011 April	To test recording equipment	2 x 45minutes	1) A new microphone battery needs to be used for each lesson  2) The best location of tripod  3) The best place to pin the external microphone on the teacher
Data collection period One	2011 May	To collect classroom talk	6 x 45mintues	A need for an extra voice recorder to capture students' group discussions
Data collection period Two	2011 Nov.-Dec.	To collect classroom talk	6 x 45mintues	N/P

### **4.3.3 Audio-video recording**

In order to capture a real picture of classroom interaction (e.g. the subtle classroom talk and participants' non-verbal behaviour), the study uses audio- video equipment to record the EFL lessons. Audio- video recording is considered a powerful device which can assist researchers in overcoming partiality and offers researchers a complete and comprehensive material for analysis through multiple viewings (Erickson 1992, Cohen et al. 2007). An audio-video camcorder and sensitive microphones were adopted for data collection. In addition, an external sensitive microphone was used to assist the recording. By using these instruments, I wish to overcome the risk of missing significant events, especially critical incidents, which only occur once within the classroom discourse yet reveal an extremely important insight into a person or situation (Cohen et al. 2007). Video camera with tripod was placed in the front corner of the classroom focusing on both the teacher and students as can be seen from Figure 5 (please refer to page 41) and Figure 6 (please refer to page 43). External microphone was pinned on the teacher's pocket during pilot equipment testing. External microphone was pinned on the teacher's collar during the data collection period I and II, and an additional microphone was placed on the table in the focus group during period II.

### **4.3.4 Case study school**

The case study school is a foreign language school in a provincial capital city in China. The school has over 50 years of history and consists of a primary school, a middle school and a high school. Research data are from an EFL classroom in the high school (the equivalent of secondary education in the UK). The school has a reputation for a high level of English among teachers and students. Therefore, the class conversation was mainly conducted in English. My prior acquaintance with the head of Department for English Language teaching and with the headmaster of the school allowed access for videotaping some of the lessons. With the consent from research participants (incl. students, parents, the teacher, the head teacher for English Language Department, and the headmaster of the school), I followed one teacher and his students in a spoken EFL classroom over a period of two months.

#### **4.3.5 Participants**

The teacher participating in this research study had more than 15 years of English teaching experience. He had received multiple awards for English teaching, such as ‘Excellent Teacher Award’. Other teachers or trainee teachers were encouraged by the schoolmaster to observe his class and learn from him. Video recordings of his lessons were often made by the school audio-video team as resources for the Continue Professional Development courses. Therefore, both the teacher and his students were very used to being recorded. This further reduces the Hawthorne effect for the current research.

The students participating in the study were in the age group of 16-17, studying social science curriculum (please refer to chapter 2.2). In the first period of data collection, the students were in the second semester of the second school year. In the second period of data collection, students were in the first semester of the final school year.

#### **4.3.6 EFL classroom context**

There are about 15 classrooms in one grade, each of which consists of more than 50 students. Students study for three years in the high school before taking the annual College Entrance Exam (please refer to chapter 2.1). In the recorded EFL classroom context, a group of more than 50 students in the same class used to attend major subjects such as English, Mandarin, and Mathematics together in the same classroom. Since 2008, the school has enforced a new policy. The school principal believes that smaller classes can benefit students’ spoken language development. Students of the same classroom when attend English or other foreign language courses (e.g. Spanish, German, Russian) are divided into two small classes with around 25 to 35 students in each class. Compared to classes in secondary schools in western countries, such classes might still be considered large. However, in comparison to secondary EFL classrooms in China, this classroom is considered of small classroom size. Therefore, there were 32 students in the recorded EFL classroom, meanwhile the other half of the students were in another EFL classroom with another teacher. On the second period of data collection, some students in the recorded lesson were either preselected by the universities or were preparing to study abroad and thus did not

participate for the research study. In the second data collection, there were 20 students participating for the research study.

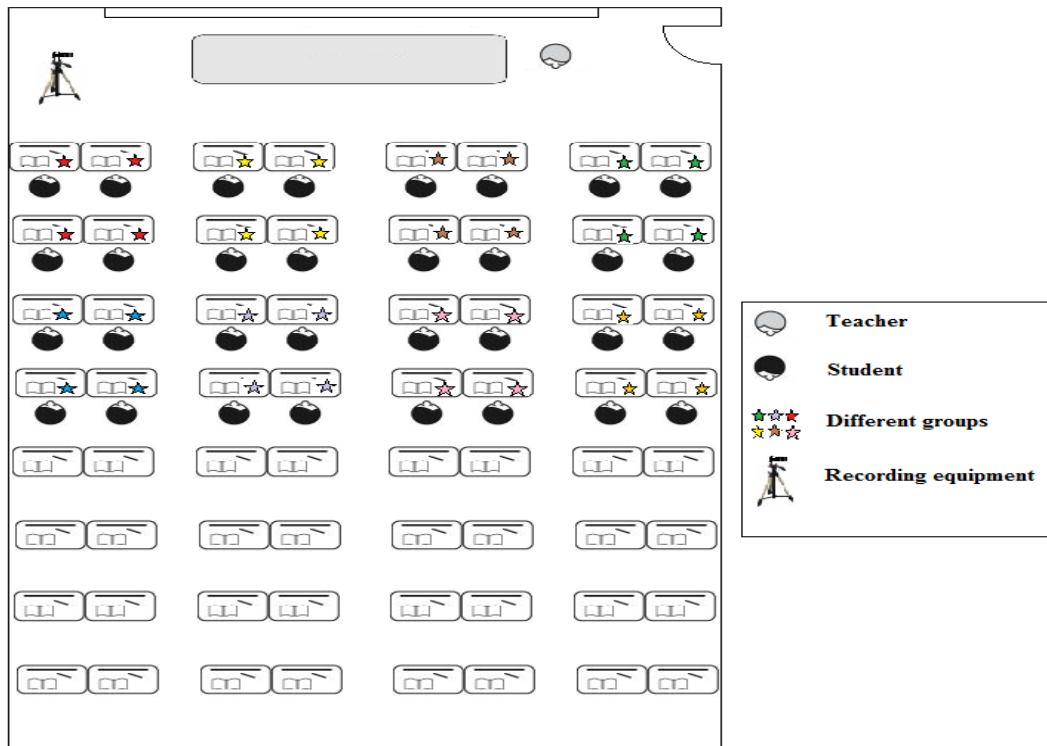
#### **4.3.7 Classroom seating**

##### **Seating and groupings in the first period of data collection**

As can be seen from Figure 5 below, 32 students participated in the recorded lesson during the first period of data collection. Students sat in pairs in the classroom. At the beginning of each semester, students would be asked by their form teacher to stand in a line according to their height. Those who were shorter would be seated in the front rows and those who were taller would be seated in the back rows. This is to ensure that students sitting in the back rows can see the blackboard without being blocked by others sitting in front of them due to the traditional lecture room seating. Groupings were thus randomly formed with four students in one group at the beginning of the semester. As can be seen in Figure 5 below, students with the same colour stars are in the same group. Students in the front row of a group have to turn back to join the rest of the group members in a discussion. This seating may lead to a physical barrier which hinders the development of students' belonging to a group.

Figure 5: Groups and seating in the classroom in the first period of data collection

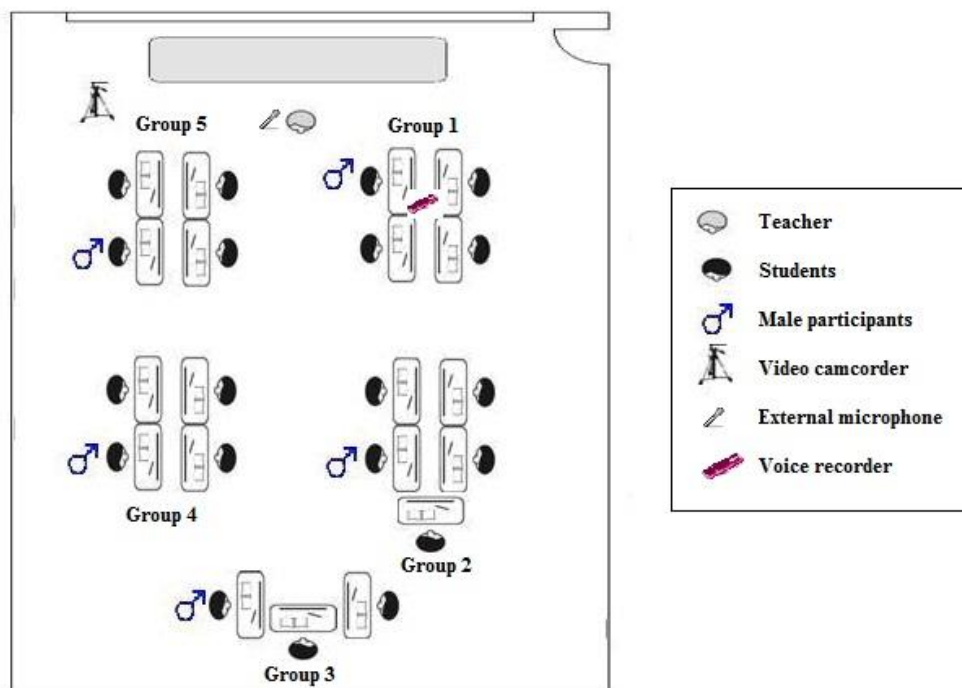




### **Seating and groupings in the second period of data collection**

As can be seen from Figure 6 below, there are some changes in classroom seating compared to the first period of data collection. Students had finished their second school year and entered the third school year (final year before university). Compared to other schools, the case study school has a high reputation for foreign language teaching. Many universities pre-select students from this case study school. Students who pass the exams and interviews can be offered secure places from the universities without taking the competitive College Entrance Exam at the end of grade three. The time for my final data collection was one month after the pre-selection exams before New Year. Students who had successfully got the offers from universities were taking some days off from school and celebrating with their families. Students who had decided to go abroad for their further education were also absent from the lessons. There were only 20 students left in the class as compared to 32 students in the first period of data collection. Most boys had been selected by the universities. Only five boys were left in the class to prepare for the College Entrance Exam at the end of the third year. As can be seen in Figure 5 of classroom seating in the first data collection period above, there is a larger classroom size of 32. Although the teacher divided the class into groups (shown with the same colour stars), students in the front row of the group had to turn back to the second row during group discussions. It created a physical barrier in the group settings. In the second period of my data collection (six months after the first period of data collection), the physical barrier for group discussion was not there. Students sat close together, facing their group members as shown in Figure 6 below. A voice recorder was placed with a group to record the classroom discussion among the group members.

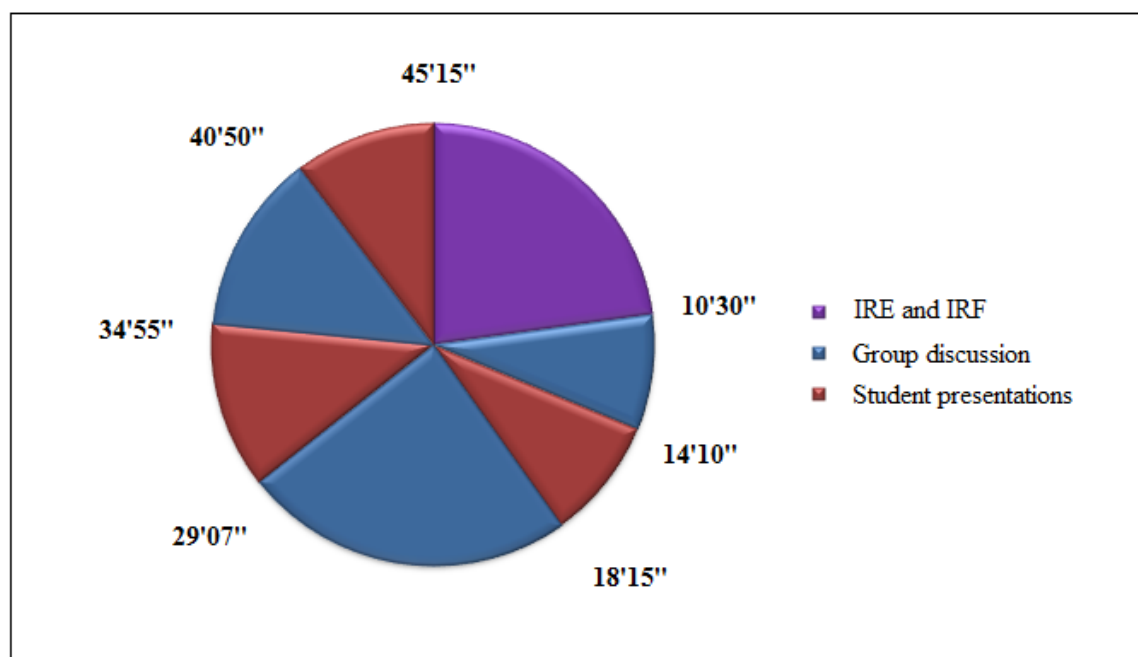
Figure 6: Groups and seating in the classroom in the second period of data collection



#### 4.3.8 Lesson structure

The lesson time for each recorded lesson is around 45minutes. The recorded lessons share a similar lesson structure. In the first part of the lessons, the teacher introduces new vocabulary and skills to the students; in the second part of the lessons, students are given text-related questions for students to discuss in pairs or groups; in the third part of the lessons, students are asked to present their discussion results to the rest of the class. The group discussion and group presentations are usually interwoven, as can be seen from Figure 7 below. This pie chart illustrates the time allocation of a sample lesson from the data. As shown, the teacher allocates one third of the lesson time for introducing new ideas and two thirds for group discussions and group presentations.

Figure 7: Structure of a sample lesson



At the beginning of the session, the teacher introduces information of the new text article (e.g. background information and new vocabulary, skills). Then he asks some text-related questions and nominates individual students or invites volunteers to answer his questions. Interactive sequences at this point usually take the form of IRE/F sequences.

After the teacher has introduced new information (e.g. the context of the text article, vocabulary, grammar, etc.) to the students, the teacher gives some open questions for students to discuss in groups. After group discussion on a given topic, members (usually one) from each group present their discussion result to the rest of the class. Students when answering questions are often expected to stand up in order to show respect to the teacher in secondary schools in China (Schoenhals, 1993; Zhao, 2007). During group discussion, the teacher walks around student groups to check their understanding of the discussion topic, manage speaking right for the following group presentations, and answer individual questions from students.

The recordings of the group discussions show that students do not ask questions during the teacher's whole class introduction. Students often take the opportunity

during group work to ask clarification questions on the task or ask individual questions relating to the text article. Harun (2009) conducted research in the Malaysian classrooms and found a similar phenomenon. She argues that learners prefer to ask questions during group discussions or after class, which is different from western learners who prefer to ask questions during the teacher's instruction or plenary discussions.

#### **4.4 Data transcription**

Mercer (2007) argues that it is important that the transcription of speech is a faithful representation of the data and the choice of transcription should be determined by research questions being addressed and the claims which will be made on the basis of the analysis. The transcription system used in Conversation Analysis (CA) is necessarily selective and is particularly concerned with capturing the sequential features of talk. Since the current research aims to capture and investigate the prosodic features of the classroom talk, transcribing conventions from Conversation Analysis were therefore adopted for noting down the prosodic features in the classroom talk, as can be seen from Table 8 below (Atkinson and Heritage, 1984). The use of conventions from the CA framework can enable researchers to gain insight into the micro-processes of classroom interaction to understand language learning as it happens as part of a classroom Community of Practice (Ingram and Elliott, 2014). It offers researchers a magnification tool to study classroom talk with prosodic notation to reveal the classroom talk in detail (Skidmore and Murakami, 2012).

Data selected for transcription is from the end of the recording period, since the behaviour of the class should be more natural at that stage than it would be in the initial recordings. This is to reduce the Hawthorne effect in the classroom i.e. the possible effect of the researcher on the behaviour of those being studied (Brown and Dowling, 1998). In the recording process, a certain amount of speech data could be lost due to the background noise or other incidents. However, most of the data could be captured and interpreted without problems.

Transcribing process involves repeatedly listening to the recordings and showing video data with transcription to supervisors for discussion. During the period of data

transcription, the transcribing processes are further divided into two stages. In the first stage, I transcribed classroom lexical content of the classroom talk of the video recordings. In the second stage, I marked the prosodic features of classroom talk by repeatedly listening to the video.

Table 8 Conventions used for data transcription

[ ]	overlapping utterances
=	latched utterances
(.)	Micropause
gra::dually	lengthening, according to duration
th-	abrupt cut-off of speech sound
<u>house</u>	accentual emphasis
°they°	quieter speech
↑	rising intonation
↓	falling intonation
< >	slower speech
> <	faster speech
(.hhh)	audible in-breath
[...]	omitted speech
(there)	doubtful transcription
((coughs))	description of action
YE:EH	capital letters: loud speech

(Atkinson and Heritage, 1984)

#### 4.5 Data Analysis

This research employs a qualitative data analysis to study the collaborative use of prosody by the teacher and students in various classroom activities. The research aims to provide three levels of analysis: the use of prosodic features in participants' co-construction of turn-taking, the use of prosodic features in negotiation of participation roles, the use of prosodic features in the building of classroom social participation structure. Sequential analysis with CA conventions and concepts proposed by Skidmore and Murakami (2012) was adopted to guide the micro-level of classroom talk, e.g. how the teacher and students orient to each other's prosody

and co-construct the turn-taking and negotiate participation roles of classroom talk. Message Unit Analysis proposed by Kovalainen and Kumpulainen (2007) was adopted to guide the macro-level analysis of classroom talk, e.g. how the teacher and students orient to each other's prosody and co-constructing social participation structure.

The research analyse adopts qualitative data analysis. It places its focus on turn-taking of classroom conversation. It seeks to understand how participants use prosody in the process of constructing classroom conversation and negotiating participation roles in classroom activities as well as co-constructing classroom social participation structure. It is important to analyse the classroom talk as a complete unit to study the turn-taking of the talk. Mercer (2010), in a review of research on classroom talk, compared qualitative and quantitative methods in analysing classroom talk. He points out the strength of qualitative analysis, in that the transcribed talk can remain complete throughout the analysis rather than being reduced to categories, thus offers researchers opportunities to identify new aspects of communication.

#### **4.5.1 Message Unit Analysis**

Influenced by sociolinguistic studies of classroom discourse (Cazden, 2001; Green & Wallat, 1981; Mehan, 1979; Sinclair & Coulthard, 1975) and studies of learning and instruction with a special focus on classroom interaction and discourse (Rojas-Drummond et al., 2013; Wells, 1993), Kovalainen and Kumpulainen (2005, 2007) proposed a data analysis framework (Message Unit Analysis) to provide a micro- and multi-level analysis of classroom talk-in-interaction. According to Kovalainen and Kumpulainen, message units represent the minimal units of conversational meaning and are defined on the basis of prosodic cues made available by speakers during their ongoing interactions. In their research on social construction of participatory roles of classroom members during whole-class interaction, they examine the classroom talk through three types of lenses, the communicative functions, the modes of interaction sequence, and the discourse moves adopted from Sinclair and Coulthard (1975). In terms of discourse moves, they propose six types: teacher initiations (TI), teacher responses (TR), teacher follow-ups (TF), student initiations (SI), student responses (SR) and student follow-ups (SF). Kovalainen and

Kumpulainen (2007) further categorise 10 communicative functions in organising interaction data, namely, evidence negotiation, defining, experiential, view sharing, information exchange, orchestration of classroom interaction, non-verbal communication, neutral interaction, confirming, evaluation (Table 9 below).

Table 9 Communicative functions of classroom interaction, adopted from Kovalainen and Kumpulainen's Data Analysis System

Communicative functions	Abbreviation	Description
Evidence negotiation	EVI	Asking for and providing evidence, reasons, arguments and justifications
Defining	DEF	Asking for and presenting, Definitions, clarifications, Elaborations and demonstrations
Experiential	EXP	Asking for and sharing experiences, feelings and examples from one's own life
View sharing	VIEW	Asking for and expressing views, opinions and Perspectives
Information exchange	INFO	Asking for and providing information, solutions and observations
Orchestration of classroom interaction	ORC	Orchestrating the discussion
Non-verbal communication	N-VERB	Non-verbal utterances
Neutral interaction	NEU	Echoing and re-voicing
Confirming	CON	Confirming and acknowledging
evaluation	EVA	Evaluating and correcting



Kovalainen and Kumpulainen (2007) also identified eight types of interaction sequences according to the sequence initiator and number of respondents, with an aim to help researchers to organise the sequential data. As shown in Table 10 below, they are solo teacher initiated sequence, solo student initiated sequence, teacher-initiated bilateral sequence, teacher-initiated multilateral sequence, student-initiated bilateral sequence with teacher participation, student-initiated multilateral sequence with teacher participation, student-initiated bilateral sequence without teacher participation, and student-initiated multilateral without teacher participation.

Table 10 Interaction sequences of classroom interaction, adopted from Kovalainen and Kumpulainen's Data Analysis System

Interaction sequence	Abbreviation	Description
solo teacher initiated sequence	STI	Teacher-initiated sequence without students' participation
solo student initiated sequence	SSI	Student-initiated sequence without teacher's/students' participation
Teacher-initiated bilateral sequence	TIB	Teacher-initiated sequence with one student participation
teacher-initiated multilateral sequence	TIM	Teacher-initiated sequence with multiple students participation
student-initiated bilateral sequence with teacher participation	SIB/T	student-initiated sequence with one participant (teacher)
student-initiated multilateral sequence with teacher participation	SIM/T	student-initiated sequence with multi-participants, including the teacher
student-initiated bilateral sequence without teacher participation	SIM	student-initiated sequence with one participant (another student)
Student-initiated multilateral without teacher participation	SIB	student-initiated sequence with multi participants (excluding the teacher)

The current research study aims to look at the prosody use in the process of constructing members' participation roles and the classroom social participation structure. Kovalainen and Kumpulainen (2007) provide the current research with an effective tool for analysing the macro-level classroom interaction.

Although Kovalainen and Kumpulainen (2007, p145) based their analysis on message unit analysis, which 'represents the minimal units of conversational meaning and defined on the basis of prosodic cues made available by speakers', they did not provide a micro-level analysis with participants' prosodic information in their studies. Thus, in this research, a combination of Kovalainen and Kumpulainen (2007)'s macro message unit analysis framework and Skidmore and Murakami (2012)'s micro analysis framework is used to guide the analysis of this study.

#### **4.5.2 Sequential analysis with CA conventions and concepts**

This current research applies the analysis method proposed by Skidmore and Murakami (2012). The conventions and concept from the CA framework provide a micro analytical tool for researchers to trace how participants analyse and interpret each other's actions and develop a shared understanding of the classroom interaction.

Skidmore and Murakami (2012) analyse teacher-student dialogues using two different models, Discourse Analysis developed by Sinclair and Coulthard (1975), and Sequential analysis on conventions and concepts developed within the framework of Conversation Analysis. By comparing the results from two models of analysis, they argue that the fine-grained conventions from the CA framework can make visible the co-constructed and dynamic nature of classroom interaction, the emotional climax of classroom environment, and also enables researchers to go beyond a rigidly sequential view of classroom interaction to study the role of classroom participants. For example, in using conventions and concepts from the CA framework, they present a micro analytical perspective of the classroom IRF sequence and argue that the sequences although criticized for being monologic, teacher-led authoritative, are jointly constructed interaction between the teacher and the students. The teacher's role in the IRF sequences is not merely to check and evaluate students' answers. According to their research findings, the teacher orchestrates students' participation and incorporates diverse students' views within

the polyphony of classroom teaching and learning. By using CA conventions and concepts, the analysis on IRE/F sequences in teacher's whole class instruction in this research supports the above argument. The analysis further shows the pedagogical value of IRF sequences, which can function as front-loaded scaffolding during the transition from teacher-fronted instructional activities to student-centred group discussions (please refer to Chapter Five for details).

By using repeated observations of recorded interactions, conventions from CA can assist the researcher in uncovering the moment to moment sequential construction of classroom communication, which can be connected to the overall participation structure for teaching and learning. Moreover, by using conventions and concepts from the CA framework to investigate the co-constructed interaction of language teacher and learners, researchers can make visible the analysis of data to readers for open scrutiny.

The research analysis focuses on prosodic features such as volume, pause, emphasis, intonation as criteria for analysing the transcripts and categorises the speech data according to the prosodic features observed. The criteria can assist me in answering the research questions which are grounded in the body of empirical evidence formed by the transcribed data. They also allow readers to see and check how the research conclusions of the study have been reached. Adopted from conventions from CA (please refer to table 8 for details, p49), a list of abbreviations below is used in the process of data analysis.

Table 11: The abbreviations for prosodic features used in data analysis

Abbreviation	Description	Examples from CA
FI	Falling intonation	Yes↓
RI	Rising intonation	Right↑
LU	Lengthening Utterance	gra::dually
ACOS	Abrupt cut-off of speech sound	th-
AE	Accentual emphasis	<u>house</u>
QS	Quieter speech	°they°
LS	Louder speech	YE:EH

OU	Overlapping utterances	[
FS	Faster speech	< >
SS	Slower speech	> <

#### **4.6 Reflexivity**

Hammersley and Atkinson state (1983, p14), ‘reflexivity recognizes that researchers are inescapably part of the social world that they are researching’. For this reason Cohen et al. (2007) argue that researchers should acknowledge and disclose their own selves in the research, seeking to understand their part in, or influence on, the research, rather than trying to merely eliminate researcher effects. Guillemin and Gillam (2004) believe that reflexivity is a helpful conceptual tool for understanding research ethics. In the current research, I try to have a clear understanding of the role I am taking. As a non-native speaker of English, my ability to fully appreciate prosody in English may be limited in comparison to a native English speaker; however, I have been studying English for more than 15 years and have been studying in the UK for 5 years, and thus have gained sufficient experience in dealing with most of the issues related to conversational prosody in the English language. Moreover, since the participants in the research are all non-native speakers of English (including the teacher) in China, I can better understand their way of thinking and learning, since they share similar learning experience. The understanding of the educational system and ways of teaching and learning in a Chinese context can grant me the insider knowledge, a tool for analysing classroom conversations. With this insider knowledge, I can better understand participants’ ways of thinking and reacting, and can conduct an investigation of the teacher-student interaction or peer interactions. However, I am also aware of the potential risk of having insider knowledge, which is taking for granted familiar phenomena based on my own experience. Therefore when analysing data, I try to be reflexive and base every claim on evidence. I also share my research data and analysis step by step with my supervisors and invite their feedback on the analysis.

#### **4.7 Ethical considerations**

The current project is an overt research. It follows University of Bath’s Code of Good Practice in Research (University of Bath, 2011) and BERA Guidelines for Ethical Research (Jones 2011). I have completed a form of ‘ethical implications of

proposed research' prior to data collection. Informed consent was gained from all relevant parties of the research participants (please refer to appendix 1 to appendix 3). I informed the teacher, students, and students' parents that pseudonyms would be used in the research and thus no real names of the students would be shown in the research. Research data would be kept confidential and stored on password protected machines. Moreover, participants can withdraw their participation anytime without giving reasons. If they have any disagreement with the research findings, their view could be added in the appendix of the study.

As Cohen et al. (2007) state, there are two kinds of research observation regarding ethical considerations - overt observation and covert observation. In the former, participants know that they are being observed, while in the latter, they do not. The teacher and students have been informed about the research, thus the current research is an overt research. According to Diener and Crandall (1978, p57), informed consent is 'the procedure in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions'. It is important for researchers to provide full information about the possible influence that participants might be exposed to, e.g. stress, privacy. Guided by the research ethics principles of University of Bath's Code of Good Practice in Research, I have provided an information sheet and consent form for the teacher, students, and student' parents, and have gained consent from them. I presented the research information briefly in a board meeting, where the teacher and parents meet to discuss the study progress of the students each semester; the research study was presented in Mandarin, and research information sheet and consent form was given to the parents in both English and Mandarin. Parents in the meeting took the information sheet and consent form (please refer to appendix 1-3) home. The consent forms were brought back by the students the next day with both students' and parents' signatures.

#### **4.8 Chapter summary**

This chapter explains the methodology employed by the current research. The research investigates how the teacher and students in an English as a foreign language (EFL) classroom, through the collaborative use of prosody in classroom talk, co-construct knowledge, negotiate participation roles, and form academic task

and social participation structure in various learning activities (e.g. whole class instruction, group discussion, role-play, etc.). It adopts a qualitative case study of a secondary EFL classroom. Audio-video recordings were collected as research data through unstructured classroom observation. During the data collection process, I took on a non-participant observer role to minimize the Hawthorne effect in the classroom (Brown and Dowling, 1998). Data collection took a period of two months. To ensure validity and reliability, a pilot study was conducted to test the sound effects and make sure the speech could be heard clearly in the recordings. Pilot study shows constructive results and further guides the two periods of data collection. Data selected for further analysis are at the end of each data collection period since the behaviour of the class should be more natural at this stage than it would be in the initial recordings. Episodes of various classroom interactions, e.g. whole class induction, group discussions, group presentation, IRE/IRF sequences where there is a significant amount of student participation are selected for analysis. Transcribing conventions developed from Conversation Analysis were used to note down the prosodic information of the classroom talk. Message Unit Analysis proposed by Kovalainen and Kumpulainen (2007) and Sequential Analysis with CA conventions and concepts proposed by Skidmore and Murakami (2012) were adopted to guide the micro-level and multi-level analysis of classroom talk. The overt research follows ethics from University of Bath Code of Good Practice in Research and BERA Guidelines for Ethical Research.



## **Chapter Five: Prosodic analysis of teacher's whole class instruction**

### **5.1 Chapter Introduction**

This current chapter investigates the collaborative use of prosody by the teacher and students in IRE/F sequences. It aims to unfold the educational value of the dominating IRE/F sequences through a micro-analytical perspective. More specifically, it aims to explore how, through displaying different prosodic features, the teacher and students assume different participation roles in the classroom talk within an EFL classroom Community of Practice, and how they organise the social participation structure of the classroom. Data selected for analysis in this current chapter are all from teacher-fronted instructional activities, where the teacher adopts IRE and IRF sequences to introduce new vocabulary and skills and provides evaluation/feedback to students.

Teacher-front whole class instruction has been a focus for educational research for its dominant nature in classrooms (Alexander, 2001). Wells (1993) found that this three-part IRE/F (Teacher's Initiation, Student's Response, and Teacher's Evaluation/Feedback) exchange accounts for 70% of whole classroom instruction (Lemke, 1989, Sinclair and Coulthard, 1975). Research shows that IRE and IRF sequences are the dominant teacher-student interaction in secondary EFL classrooms in China (Miao, 2007; Hu, 2007; Waring, 2009; Guo, 2008). The majority of the classroom research focuses on the macro level of classroom talk, criticizing IRE sequences for leading to 'monologic interaction', 'authoritative discourse', or 'recitation script' (Applebee et al., 2003; Drew and Heritage, 1992; Nystrand, 1997; Waring, 2009). Informed by Skidmore and Murakami (2012)'s study on teacher-student dialogues using conventions from the CA framework, this chapter focuses on the micro level prosodic analysis to study the pedagogical value of the triadic interaction in EFL teaching and learning.

Section 5.1 provides a brief introduction, including the chapter's aim, a description of the selected data, and the organisation of the chapter. Section 5.2 provides an academic task structure of the recorded lessons, from which research data are selected. Sections 5.3, 5.4, and 5.5 provide a detailed analysis on data selected from the teacher's whole class instruction. Section 5.3 focuses on classroom talk in the



teacher's whole class instruction activity with no student participation. Section 5.4 focuses on a teacher-fronted IRE/F interaction with multi student participation. Section 5.4.1 shows analysis of a teacher initiated multilateral interaction in introducing new vocabulary to students. Section 5.4.2 shows analysis of a teacher initiated multilateral interaction in introducing new reading skills to students. Section 5.5 focuses on teacher-front IRE/F sequences with multi student participation with an aim to provide evaluation.

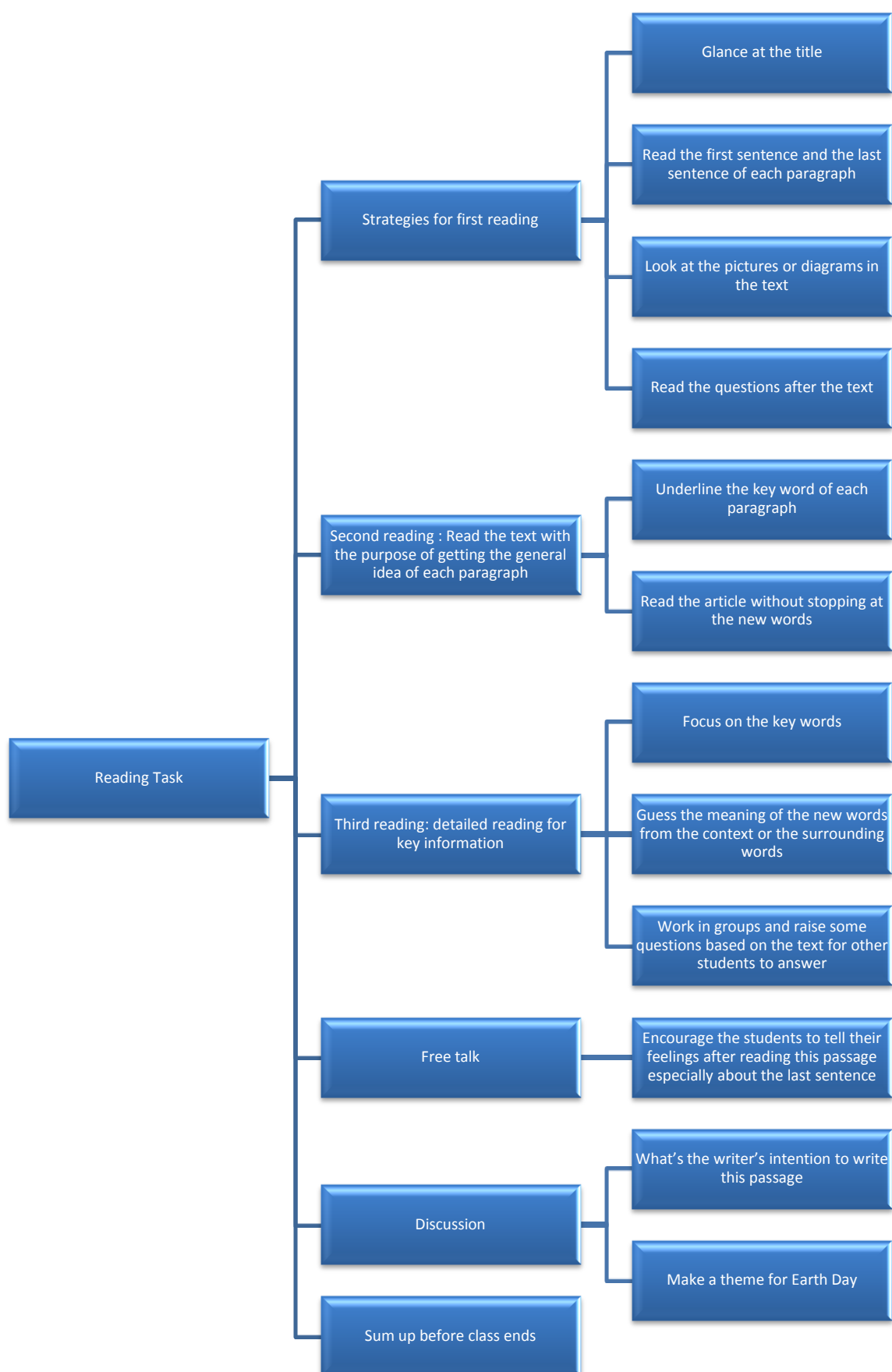
## **5.2 Academic task structure of the lessons selected for analysis**

Data selected for analysis are from the lessons at the end of both data collection periods. The titles of the text article of the lessons are 'How life began on the earth' and 'School life in the UK'. The texts of the articles can be found in appendix (please refer to appendix 5 and 7 for details). The teacher showed me his lesson plan before the lesson started (please refer to appendix 6 and 8).

### **5.2.1 Lesson topic 'How life began on the earth'**

In designing the lesson of 'How life began on the earth', the teacher divided the lesson into six stages, as can be seen from Figure 12 below. In the first stage, the teacher introduces reading skills and asks students to read the text for the first time, with an aim to help students to practise reading skills, e.g. to get the main idea of a lesson, through the title, the first and last sentence of each paragraph, charts or diagrams, and the questions after the text. In the second stage, the teacher asks students to read the text for the second time, with an aim to get the main idea of each paragraph. In the third stage, the teacher asks students to read again the text article and guess the meaning of new words by its context, and then work in groups to raise questions based on the text for students in other groups. In the fourth stage, the teacher designs a free talk activity, to encourage students to share their feelings about the article and connected to their own experience. In the fifth stage, the teacher asks students to work in groups again, to guess the writer's intention of writing the article and to work together to make a theme for earth day. In the final stage, the teacher recapitulates the lesson and gives students some homework.

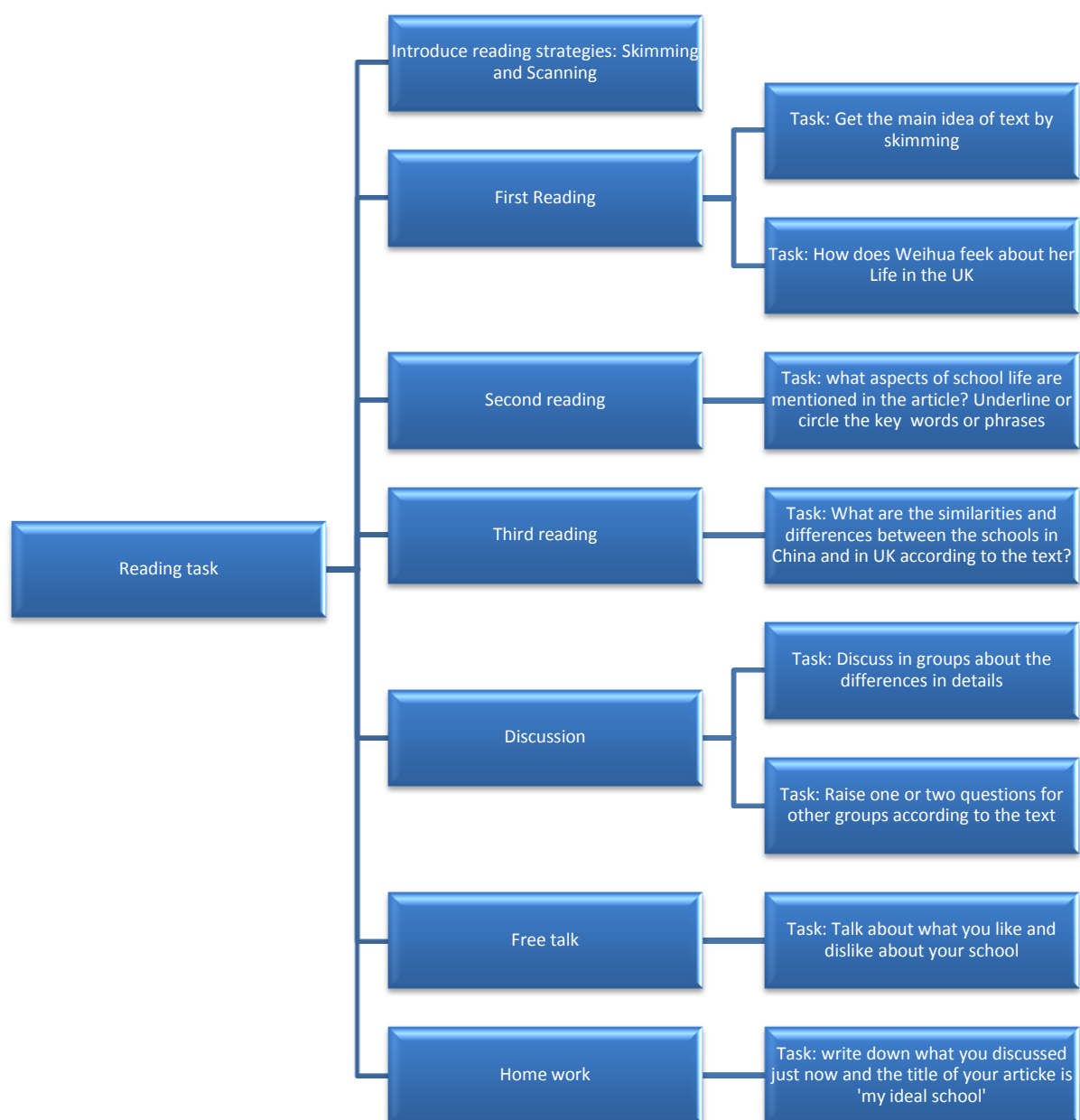
Figure 12: Academic Task Structure of ‘How life began on the earth’



### **5.2.2 Lesson topic ‘School life in the UK’**

Similar to the lesson structure of ‘How life began on the earth’, the structure of the lesson ‘School life in the UK’ is divided into seven stages, as can be seen from Figure 13 below. The lesson is based on an article written by a Chinese female student named Weihua who went to the UK as an exchange student. The article tells about Weihua’s life as an exchange student in the UK. In the first stage, the teacher introduces to the whole class the reading skills, skimming and scanning. In the second stage, students are asked to read the text for the first time, with the newly introduced reading skills, to find the answers to the teacher’s questions, e.g. ‘what’s the main idea of the text?’, ‘How does Weihua feel about her life in the UK?’. In the third stage, students are asked to read the text again and identify the key aspect of school life in the UK mentioned in the text through underlining or circling the key words. In the fourth stage, students are asked to read the text for the third time and work in groups to discuss the similarity and difference of school life between China and the UK. In the fifth stage, students are asked to have in-depth group discussion of similarity and difference of school life between the UK and China, and raise a question based on the text article for students in other groups to answer. In the sixth stage, students are given the chance to talk about what they like and dislike about their own school. In the seventh stage, the teacher recapitulates the lesson and gives students homework which is to write an essay of ‘my ideal school’ based on their discussion during the lesson.

Figure 13 Academic Task Structure on ‘School life in the UK’



### 5.3 Teacher's instruction without student participation

Extracts selected for analysis in this section are from the teacher's whole class instruction without student participation. The teacher's role is mainly as an instructor. One interesting phenomenon is the teacher's strategic use of pauses for breaking his utterances into small chunks. The pauses are often found to accompany the key word/phrase of the teacher's utterances. Roth (2001) found pauses are often adopted by lecturers in their speech to check whether students are following what they have been taught. Uhmman (1992) used the term 'relevant talk' to describe the empathetic attribute of slow speech rate used in conversations. Hellermann (2005) also found a slow pace of talk in teacher's elicitation as a sign of the teacher's confidence in holding the floor without being disturbed by students. Analysis of the research data in this chapter shows that pauses happen frequently during a teacher's instructional discourse (Section 5.3, 5.4, 5.5) when the teacher introduces new information or gives instructions to the whole class. This strategic use of pauses is referred to as 'prosodic chopping' in this research and is found to be of pedagogical value in the EFL classroom teaching and learning.

Extract 5.1 below is the teacher's instruction before a group task. Prosodic chopping is found in the teacher's turn, showing his 'addressivity' is to the whole class (Bakhtin 1986, p99). At the same time, prosodic chopping breaking his utterances into chunks to aid students' comprehension. Repetition on the words, 'AGAIN (.)' and 'the similarities' with emphasis draws students' attention and signal them as key words.

Extract 5.1

1	Teacher	OK NOW ↓(.) I want you read the text <u>AGAIN</u> (.) <u>AGAIN</u> (.) and< try to find out>(.) <u>the similarities</u> (.) <u>the similarities</u> (.) and the differences (.) between the schools↑ in <u>China</u> (.) and (.) in the (.) UK↓ Is it clear↑
2	Students	[°yeh°
3	Teacher	[Yes↑

Extract 5.2 below is a teacher's whole class instruction during group discussion to encourage students' participation. Slow speech rate and emphasis are found in the teacher's utterances in line 1. Prosodic chopping is again used by the teacher in his instruction to break down information to aid students' comprehension.

#### Extract 5.2

1	Teacher	<You can <u>share</u> your opinions> with your group members↑ (.) a::nd (.) <u>help</u> ↑ each other (.) °yes°↑
2	Teacher	THERE ARE some similarities in the two countries(.) right↑ °yeh°↓ so first(.)° yeh° talk about similarities

Similarly, in extract 5.3 below, the teacher is explaining the rules of the new activity 'learning by teaching'. Students are given the role of the teacher to ask questions and give evaluation to students from other groups.

#### Extract 5.3

1	Teacher	OK Class↑ ((Teacher clearing his throat)) You (.) really (.) did a good job just now↑
2		((Hands stroke accompanied the following pauses)) AND NOW↓ (.) Um (.) Suppose you are a teacher (.) you are a teacher (.) you want to check your students (.) whether they understand (.) the text↓ So what questions (.) would you like to raise (.) to check (.) if your students >understand the text <
3		So NOW ↓(.) I want you to help each other (.) work in groups (.) a::nd try to raise (.) one question (.) only <u>one</u> questions
4		But (.) <u>Remember</u> (.) your question is (.) based on the <u>text</u> (.)ok↑

Prosodic chopping again is found in the teacher's instruction accompanied by non-verbal gesture (hand strokes) from the teacher. When the teacher pauses, he will show up-and-down hands movements. McNeill (1996) describes this kind of rhythmic up-and-down movements as beats, which functions to give minor emphasis

to the speech. However, beats normally refer to small movements such as finger beats. Therefore ‘hand strokes’ will be used to illustrate the hand gesture from the teacher to distinguish it from finger beats. For non-verbal communication, hand strokes (Figure 14 below) from the teacher further illustrate that the use of pauses by the teacher is strategically to break down the long utterance and add emphasis to the key information instead of a sign for the teacher’s incapability to construct sentences.

Figure 14 A picture of the teacher’s hand stroke accompanying prosodic chopping

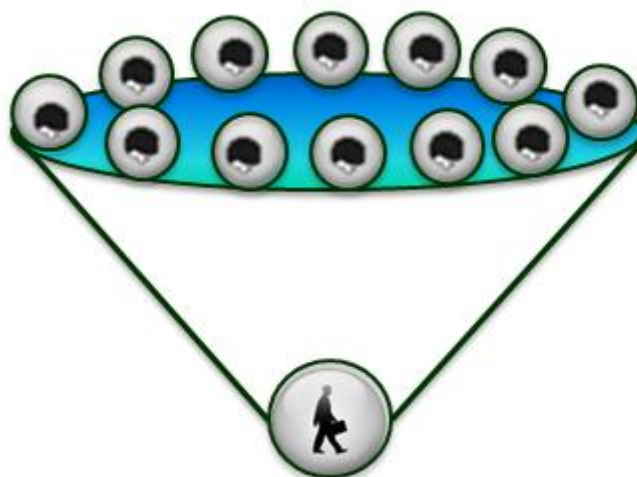


In line 1 and 2, the teacher uses elliptic signal (OK Class ↑ , AND NOW ↓ ) to mark the end of the previous interaction and beginning of a new sequence. Louder speech of the teacher’ s speech in line 2 functions as an attention directing tool. The teacher repeats key information twice ‘Suppose you are a teacher (.) you are a teacher (.)’ to add emphasis, together with prosodic chopping (line 2). In line 3, he uses a similar strategy to place emphasis on his rule for the activity that ‘only one question’ is allowed.

The examples above show how prosodic chopping can be used as a pedagogical tool to add emphasis to the key information during whole class instruction. By breaking the information into smaller chunks, prosodic chopping also serves as a checking tool to aid students’ comprehension. The social participation structure of the

classroom during the teacher-fronted instruction without students' participation can be illustrated by the model below (Figure 15).

Figure 15: The social participation structure of the teacher's whole class instruction



Students in the classroom have similar participation roles. They listen to the teacher's instruction on the topic and rules at the start of the group activities. Due to the large classroom size, the teacher while giving instructions could not interact with every student to verbally check their understanding on the topic or the rules. Prosody thus plays an important role in assisting the teacher in adding emphasis to the key information and to check students' comprehension. For example, prosody cues, such as large volume/emphasis on the key words or pauses before and after the key information, can signal to students where to pay attention without teacher's extra instruction. In extracts 5.1, 5.2, and 5.3, one particular prosodic cue, prosodic chopping, adds emphasis to the key information.

#### **5.4 Teacher's instruction with multiple students' participation**

##### **5.4.1 Teacher's instruction on new vocabulary**

Extract 5.4 below is an interaction which takes place when the teacher is introducing new vocabulary to the students. The text is based on an article titled 'How life began on the earth'. The teacher's aim is to help students to learn the evolution process and



some key English vocabulary, such as ‘dissolve, fundamental’ (please refer to teacher’s session plan in appendix 6). The teacher in the selected episode is trying to introduce key words to the students. Three students, Xiaoping, Fei, and Ray volunteer to answer the teacher’s question. The teacher shifts his role between a question initiator, a scaffolding provider, an evaluator, and a whole class instructor. Abbreviations of prosodic features in the extract can be found in Table 11 of Section 4.5.2 (page 53).

Extract 5.4 Teacher's instruction on new vocabulary

Turn	Speaker	Transcription	Prosodic Analysis	Communicative Functions	Participatio Roles	Participation Structure
1	Teacher	What >do scientist< believe↓			Question initiator	TIB
2		What >do scientist< think↓				
3	Xiaoping	What many scientists believe (.)			Resondent	
4		is that the continued presence of water (.)				
5		allowed the earth to °di-°=	QS, ACOS	Singal trouble		
6	Teacher	= DISSOLVE	LS	Immediate scaffolding, Draw attenditon from the whole class	Scaffolding provider	
7	Xiaoping	> dissolve < harmful gases				
8		a::nd acids into the oceans and seas				
9	Teacher	Ok Good↓			Evaluator	
10	Xiaoping	((quickly sits down))				
11	Teacher	Now↓	FI,	Elliptic signal, Signal a new sequence /topic		TIM
12		> what does < dissolve mean↓			Question initiator	
13		> probably it is a new word for you <				
14		Can you guess↑ (.) the meaning↑ (.) according to the context↑ (.)	Pauses, Prosodic	Singal shift of addressivity to		

			chopping	whole class		
15		dissolve (.) What is (.) what does dissolve mean↓	Pauses, Prosodic chopping			
16	Fei	Remove↓			Respondent	
17	Teacher	ah↑	RI	Ask for clarification of students repsond	Question initiator	
18	Fei	Remove↓				
19	Teacher	Ok (.) remove↓ that's- it's ok↓	Prosodic echoing	Providing positive evaluation	Evaluator	
20		Ok↑ (.) Any other meaning↓				TI
21	Ray	It also mean absolve				
22	Teacher	> Ok let me give you examples<			Respondent	
23		um (.) if (.) something↑ > usually a solid<				
24		like- like- like- >like like like like< a ICE ↑ (.)	ACOS, FS in word repetition	Singal word search	Whole class instructor	
25		a piece of ↑ice (.)				
26		Do you know ice ↑ (.) icecream↑	RI	Comprehension check		
27		> you know right↑< icecream↓ (.) or SALT↓	RI in short remak, 'right'	Comprehension check		
28		you know salt is very important because-				
29		°right° (.) around the world (.) right↑ (.)	RI in short remak, 'right'	Comprehension check		
30		If the solid (.) is put into a liquid (.) usually water (.)				
31		right ↑ ok(.)	RI in short remak, 'right'	Comprehension check		

32		it soon becomes > part of it < that is dissolve (.)				
33		That is what dissolve means↓(.)				
34		understand me↑ >do you get me↑< ok(.)				
35		can you tell me the Chinese name↓ (.) [Disso::lve]	LU	Inviting OU from whole class reponse	Question initiator	TIM
36	Students	[Rongjie] ((In Madarin: dissolve))	OU,		Respondent	
37	Teacher	Ok (.) you are smart			Evaluator	

Extract 5.5 below is an interaction between Xiaoping and the teacher. The teacher asks a test-like question based on the article which is ‘what do scientist believe?’ The answer to the teacher’s question is pre-set and can be found in the text article. The teacher is not a native English speaker, thus sometimes there are errors in his utterances.

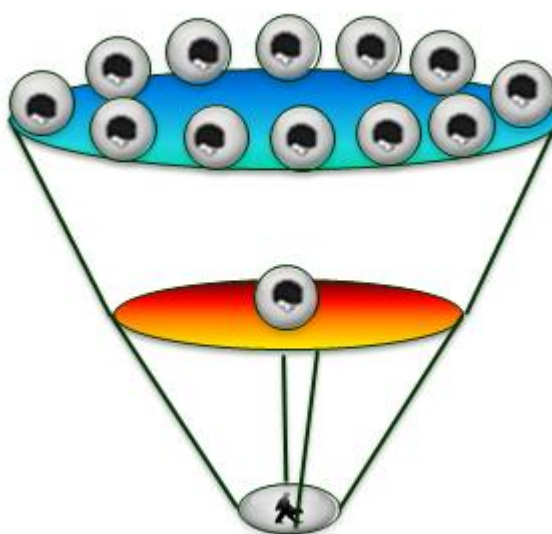
Extract 5.5

1	Teacher	What >do scientist< believe↓
2		What >do scientist< think↓
3	Xiaoping	What many scientists believe (.)
4		is that the continued presence of water (.)
5		allowed the earth to °di-°=
6	Teacher	= DISSOLVE
7	Xiaoping	> dissolve< harmful gases
8		a::nd acids into the oceans and seas
9	Teacher	Ok Good↓
10	Xiaoping	((quickly sits down))

Xiaoping in lines 3, 4 and 5 answers the teacher’s question by reading the text. In line 5, Xiaoping shows quiet speech and abrupt cut-off sound in pronouncing the new vocabulary ‘dissolve’. The prosodic information of Xiaoping signals his trouble in producing the new word. The teacher orients to Xiaoping’s quiet speech and provides the immediate scaffolding for Xiaoping in line 6 with louder speech volume. This also provides evidence for the argument that conversation participants orient to each other’s prosodic information, a term named prosodic orientation (Szeczepek 2006). The use of louder speech in the teacher’s utterance is to add emphasis to the new vocabulary, signalling the teacher’s addressivity is not only to Xiaoping but to the whole class. With the immediate scaffolding from the teacher, Xiaoping continues to read out the answers from the text in lines 7 and 8. The teacher in line 9 provides a quick evaluation on Xiaoping’s answer. An evaluative remark accompanied by a falling intonation marks the end of the interaction between him and Xiaoping. Xiaoping then orients to the teacher’s falling tone and sits down.

The social participation structure of this interaction can be seen in Figure 16 below. The teacher asks a test-like question, with Xiaoping's response as a 'recitation script' from the text book, and the teacher provides a mere evaluation. From a macro perspective, this IRE interaction limits Xiaoping's response. However, from a micro analysis perspective, Xiaoping's quiet speech and abrupt cut-off speech sound in producing the key word 'dissolve' gives the teacher the chance to provide immediate scaffolding to Xiaoping, and at the same time, introducing new vocabulary (listed in the teaching plan prior to the lesson) to the whole class. This provides a detailed illustration of the teaching and learning process of new vocabulary. The learning opportunity is generated from teacher-individual student interaction and shared with all students in the class. Therefore, the IRE between the teacher and Xiaoping, although limiting Xiaoping's response, is presentational in nature. The rest of the students in the classroom can orient to the teacher's louder speech on the word 'dissolve' thus learn the new word from observing the interaction. Xiaoping being invited to the core participation ground ( in orange colour), interacts with the teacher, and generates knowledge (key word 'dissolve') and learning opportunities to share with the rest of the students who are placed in the peripheral participation ground (in blue colour).

Figure 16 The social participation structure of IRE between the teacher and an individual student



The IRE interaction between the teacher and Xiaoping not only helps students to learn a new word, but also further opens an interactional ground, providing opportunities for multiple students to participate. Based on the previous classroom interaction with Xiaoping, the teacher initiates a multilateral interaction on introducing the new vocabulary to the whole class, as can be seen from extract 5.6 below. ‘Now ↓ ’ in line 11 in the teacher’s speech functions as an elliptic signal (Erickson, 1982) to mark the formulation of a new sequential position. Prosodic chopping, where pauses are strategically placed in an utterance to chop the information into chunks, shows the teacher’s addressivity is to the whole class. It signals an invitation for multiple students to voluntarily participate on the interactional ground. Thus we see Fei in line 16 without being nominated responds to the teacher’s question and shares his answer with the rest of the class. The teacher in line 17 uses a rising intonation with short remark ‘ah ↑ ’, to show that he doesn’t hear clearly the answer and signals the initiation of a clarification question on Fei’s response in line 16. Fei orients to the teacher’s initiation of a clarification question, and repeats his response in line 18. The teacher in line 19 uses a prosodic echoing (Skidmore, 2008), revoicing Fei’s answer using a similar prosodic feature, as a way to provide positive evaluation (O’Connor and Michaels. 1993).

After Fei’s response, the teacher continues to generate more response from the students. This further shows the prosodic chopping in the teacher’s speech in line 14 and 15 aims to provide an open interaction ground for multiple students to participate. Ray in turn 21 contributes to the interaction by providing another synonym of the key word ‘dissolve’.

Extract 5.6

11	Teacher	Now↓
12		> what does < dissolve mean↓
13		> probably it is a new word for you <
14		Can you guess↑ (.) the meaning↑ (.) according to the context↑ (.)
15		dissolve (.) What is (.) what does dissolve mean↓
16	Fei	Remove↓
17	Teacher	ah↑
18	Fei	Remove↓
19	Teacher	Ok (.) remove↓ that's- it's ok↓
20		Ok↑ (.) Any other meaning↓
21	Ray	It also mean absolve

From line 22 to 34 of extract 5.7 below, is the teacher's instruction on the new word to the whole class by setting an example. The use of an example to illustrate the key word 'dissolve' is written in the teaching plan before the lesson (please refer to appendix 6). In line 24, the teacher, shows dis-fluency in word repetition, by using abrupt cut-off speech sound and fast speech rate on the word 'like'. The use of dis-fluent word repetition in the teacher's speech functions as a turn holding device during the teacher's word search for an example to illustrate 'a solid that can dissolve'. After displaying dis-fluent word repetition, the teacher gives an example, ice, which further gives evidence to the above argument of dis-fluent word repetition being a turn holding tool.

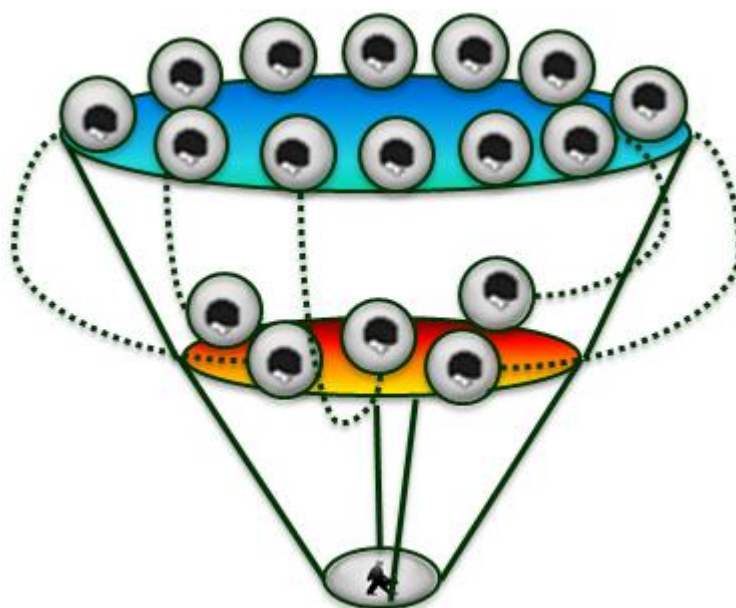


Extract 5.7

22	Teacher	> Ok let me give you examples<
23		um (.) if (.) <u>something</u> ↑ > usually a solid<
24		like- like- like- >like like like like< a ICE ↑ (.)
25		a piece of ↑ice (.)
26		Do you know ice ↑ (.) icecream↑
27		> you know right↑< icecream↓ (.) or SALT↓
28		you know salt is very important because-
29		°right° (.) around the world (.) right↑ (.)
30		If the solid (.) is put into a liquid (.) usually water (.)
31		right ↑ ok(.)
32		it soon becomes > part of it < that is dissolve (.)
33		That is what dissolve means↓(.)
34		Understand me↑ >do you get me↑< ok(.)
35		Can you tell me the Chinese name↓ (.) [Disso::lve]
36	Students	[Rongjie] ((In Madarin: dissolve))
37	Teacher	Ok (.) you are smart

After showing an example to illustrate the word ‘dissolve’, the teacher asks questions to check student comprehension in lines 34 and 35. In line 35, the teacher asks students to tell him the Chinese name of the word ‘dissolve’. He then uses lengthening speech in the word ‘dissolve’ to signal an invitation for the whole class to speak out the Chinese name of the key word together with him. The lengthening of sound and minor pause function as an invitation for students to co-produce the key information will be discussed later (please refer to extracts 6.20, 7.19, 7.26, 7.32). Thus the social participation structure of the lesson shifts from Figure 16 (page 70) to Figure 17 below.

Figure 17: The social participation structure of IRE between the teacher and multiple students



Fei and Ray orient to the teacher's prosodic chopping (line 14 and 15 of extract 5.6), volunteer to answer the teacher's questions, and become the core participation members. The knowledge generated from the teacher's interaction with Fei and Ray is then shared with the rest of the students who are peripherally participating by watching the interaction. Evidence of students' engagement from the rest of the class can be found in line 36 (extract 5.7) where students orient to the teacher's lengthening speech and speak out the Chinese name for the key word 'dissolve' in an overlapping manner with the teacher.

In the selected episode of classroom talk, we see how an IRE sequence between the teacher and an individual student (extract 5.5) can develop into multi-lateral IRE sequences (extracts 5.6 and 5.7) with learning opportunities. Immediate scaffolding pair where Xiaoping displays quiet speech and the teacher answers with louder speech, signals the introduction of the key word to the rest of the students. The teacher's prosodic chopping in his question (line 14 and 15 of extract 5.6), opens an interaction ground with learning opportunities for multiple students to participate. Knowledge generated from the interaction is thus shared with the rest of the class. The teacher's lengthening of speech is an invitation for overlapping speech and functions as a tool to check comprehension. The students' overlapping speech with

the teacher shows students' orientation to the teacher's prosody and further evidence of their engagement in the learning activity.

#### **5.4.2 Teacher's instruction on new reading skills**

Extract 5.8 selected for analysis below is an interaction which takes place when the teacher is introducing new reading skills at the beginning of a recorded lesson. The text is based on an article titled 'The school life in the UK'. Before the interaction, the teacher has just briefly talked about the background information of the text article (the full article is attached to appendix 7). The interaction takes place before a reading activity which is to find the main idea of the text articles by the first reading. The teacher introduces the reading skills (skimming and scanning) which are the key strategies needed for students to complete the task (to get the general idea of the article). This episode shows the talk between the teacher and three students (Weiweim, Yali, and Lily) in an IRE sequence. The teacher shifts his role between an instructor, a question initiator, an evaluator, and an orchestrator of the academic task structure.

Extract 5.8 Teacher's instruction with students' participation reading skills introduction

Turn	Speaker	Transcription	Prosodic Analysis	Communicative Functions	Participatio Roles	Participation Structure
1	Teacher	((Teacher facing the whole class ))  ((Hands stroke accompanies the following pauses))  Before you read (.) let me introduce some (.) very important (.)	Pauses, prosodic chopping. Non-verbal	Singal addressivity to whole class instruction	Whole class instructor	TI
2		basic (.) reading skills (.)	Pauses, prosodic chopping	Add emphasis for information		
3		skimming and scanning ↓				
4		((Writing 'Skimming' and 'scanning' on the blackboard then facing students))	Non-verbal	Add emphasis for information		
5		First of all (.) talking about skimming (.)	Pauses, prosodic chopping	Aid comprehension		
6		we often use this skill (.) to get a general idea (.)of a reading passage	Pauses, prosodic chopping	Aid comprehension		
7		Now my question is ↑(.)	RI		Question initiator	TIM
8		HOW (.) <do you usually> get the main idea(.)	Pauses, prosodic	Open interactional		

			chopping	ground for multiple students		
9		of the reading passage(.) in the shortest time (.)	Pauses, prosodic chopping			
10		How do you usually (.) get the main idea of a text	Pauses, prosodic chopping	Aid comprehension		
11		(.) as quickly as possible				
12	Weiwei	Look at the (.) fir::st sentence in the [°in the° ]	QS, OU	Singal trouble	Respondent	
13	Teacher	[In the passage right↑]	OU	Provide immediate scaffolding		
14		Yes↓ Read the first or s-the last sentence(.) of each paragraph (.)	FI, ACOS	Self-repair, Provide evaluation and Feedback	Evaluator	
15		yes↑ Good ↓ That's one way (.)		Provide evaluation and Feedback	Evaluator	
16		<u>A</u> ny other way↑ (.) <u>a</u> ny other way ↑			Question initiator	
17	Yali	Title			Respondent	
18	Teacher	Yes↓ Read the title (.) Good ↓ good (.)			Evaluator	
19		<u>A</u> ny other way↑			Question initiator	
20	Lily	°Read° the questions after the article	QS	Turn-initiating	Respondent	
21	Teacher	Oh↓ Usually some questions (.) Right↑			Evaluator	
22		are followed by the (.) um (.) the reading passages				
23		you-you can also can get (.) the- some main	ACOS in word	Sustain a turn		

		information (.)	repetition			
24		about the text fr- according to the (.) <u>q</u> uestions given(.)				
25		That's a smart way ↓ Good ↓				
26		Any other way↑(.) Any other way↓			Question initiator	
27		Ok↑ Now↓ Listen to <u>me</u> (.)	FI	Elliptic signal, draw attention and signal a new sequence /topic	Whole class instructor	TI
28		You can also focus your attention <on the> (.) <u>p</u> ictures (.) or <u>ch</u> arts (.)	SS, pauses	Add emphasis to information follows		
29		if <there are> some right↑	RI with short remarks 'right'	Comprehension check		
30		Now↓ (.) um (.)	FI,	Elliptic signal, draw attention and signal a new sequence /topic	Whole class instructor	TI
31		Read the text (.) as quick as possible (.) and get the main <u>i</u> dea OK↑			Task initiator	

Extract 5.9 below shows the teacher's whole class instruction. The teacher is introducing a new speed reading skill (skimming) to students. The teacher here uses a lot of pauses in his speech. However, as can be seen from the extract, the teacher is not having trouble producing his utterances but uses pauses as a tool to place emphasis on them. Therefore, prosodic chopping here is used by the teacher to signal the key information of his instruction to the students.

Extract 5.9

1	Teacher	((Teacher facing the whole class )) ((Hands stroke accompanies the following pauses)) Before you read (.) let me introduce some (.) very important (.)
2		basic (.) reading skills (.)
3		skimming a::nd scanning ↓
4		((Writing 'Skimming' and 'scanning' on the blackboard then facing students))
5		First of all (.) talking about skimming (.)
6		we often use this skill (.) to get a general idea (.)of a reading passage
7		Now my question is ↑(.)
8		HOW (.) <do you usually> get the main idea(.)
9		of the reading passage(.) in the shortest time (.)
10		How do you usually (.) get the main idea of a text
11		(.) as quickly as possible

For example, in line 1, together with pauses, the teacher also uses 'very important', and 'basic' to add emphasis. In line 2, the teacher uses pauses to chop his information into chunks to aid students' comprehension. Prosodic chopping here serves as a 'comprehension check' to see whether students follow the question fully before getting into later tasks. Non-verbal communication, teacher's hands stroke (please refer to Figure 14 in section 5.3, page 64) from the teacher further illustrates that the use of pauses by the teacher is strategic instead of a signal for trouble in his speech.

In line 8, the teacher, apart from using prosodic chopping in his question, also uses slow speech rate (relevant talk) and repeats his question, ‘Now my question is ↑ (.) HOW (.) <do you usually> get the main idea (.) of the reading passage (.) in the shortest time (.)’. Similar to extract 5.6, the prosodic chopping in the teacher’s speech also opens an interactional ground for multiple students to participate.

In extract 5.10 below, three students (Weiwei, Yali, Lily) volunteer to participate in the classroom talk. Weiwei in answering the teacher’s question of the reading strategies to get the main idea of a reading passage quickly shows quiet speech in line 12. The teacher orients to Weiwei’s quiet speech and provides immediate scaffolding in line 13. He then gives a quick evaluation of Weiwei’s answer and uptakes the strategy contributed by Weiwei to the whole class through prosodic chopping. Yali then contributes to the interaction in line 17. The teacher gives a quick positive evaluation in line 18 and again revoices Yali’s response to uptake her answer to the whole class. In line 20, Lily volunteers to provide her answer, which is to read the questions after the article. The teacher gives extended feedback to Lily’s response in line 21. Dis-fluent word repetition accompanied by prosodic features of abrupt cut-off speech sound and pause in the teacher’s speech in line 23 functions as a floor holding device, bridging the broken utterances. In line 27, the teacher uses elliptic signals, ‘Ok ↑’, ‘Now ↓’ to mark the end of an open interaction, and he further instructs the whole class to listen to him. He then in lines 28 and 29 gives another strategy for skimming, which is to read the pictures or charts. Prosodic chopping before the word ‘picture’ and ‘charts’ functions as an emphasising tool, drawing the attention of students in the class.



Extract 5.10

12	Weiwei	Look at the (.) fir::st sentence in the [°in the° ]
13	Teacher	[In the passage right↑]
14		Yes↓ Read the first or s-the last sentence(.) of each paragraph (.)
15		yes↑ Good ↓ That's one way (.)
16		<u>A</u> ny other way↑ (.) <u>a</u> ny other way ↑
17	Yali	Title
18	Teacher	Yes↓ Read the title (.) Good ↓ good (.)
19		<u>A</u> ny other way↑
20	Lily	°Read° the questions after the article
21	Teacher	Oh↓ Usually some questions (.) Right↑
22		are followed by the (.) um (.) the reading passages
23		you-you can also can get (.) the- some main information (.)
24		about the text fr- according to the (.) <u>q</u> uestions given(.)
25		That's a smart way ↓ Good ↓
26		Any other way↑(.) Any other way↓
27		Ok↑ Now↓ Listen to me (.)
28		You can also focus your attention <on the> (.) pictures (.) or charts (.)
29		if <there are> some right↑
30		Now↓ (.) um (.)
31		Read the text (.) as quick as possible (.) and get the main idea OK↑

From a macro analysis perspective, the interaction between the teacher and three students (Weiwei, Yali and Lily) can be argued as merely a transmissive style teaching where students' responses are limited to only a word or a sentence (line 12, 17, and 20), as shown in Figure 18 below.

Figure 18 Turn-taking of IRE sequences with multi-students' participation

I→R(Weiwei) →E/I→R(Yali) →E/I→R(Lily) →E/I→R(the teacher)

However, the analysis of prosodic features such as prosodic chopping shows that this is an object-oriented interaction. Prosodic chopping has been found as a pedagogical tool for teachers to place emphasis on key information to aid students' comprehension as well as a marker for a shift from teacher-individual student interaction to a teacher-whole class interaction (refer to Section 5.3 and Section 5.4.1). The IRE sequences here are not aiming to test an individual student's response to the teacher's question. Instead, the IRE sequences are used by the teacher to equip the whole class with the speed reading skill needed for the next task, which is to find the main idea of a text paragraph in a short time (line 31), as evidenced by the end of the interaction, where the teacher takes on an orchestrator's role, using elliptic signal to mark the start of a new task. Prosodic chopping is used by the teacher in his question initiation move which shows that the question is open to multiple students instead of a student nominated by the teacher. Evidence can be seen that the three students volunteer to contribute to the dialogue. Previous research has found that teacher's revoice (repetition or reformulation of students' responses) moves in an EFL context can give credit to students for their response (O'Connor and Michaels, 1993). The microanalysis of the interaction supports this argument. It also shows that the teacher's revoice moves when accompanied by prosodic chopping can draw out the significance of an individual student's response for the instruction of multiple students.

IRE sequences in this episode therefore are not only for evaluating an individual student's response, but more importantly they are used for scaffolding the whole class for the next task, which is 'to get the main idea of a reading passage as quickly as possible'. In line 28, he provides an answer to his own question. This also supports the argument that the teacher's question is not to test students but to instruct them on the speed reading skills. From extract 5.8, we can see the whole class has been equipped with the skimming skills before they proceed to the next task 'read your text as quick as possible and get the main idea'. The skill arising from the dialogue is to look at the 'first and last sentence', 'title', 'question below', and 'pictures and charts'. These strategies have been pre designed in the teacher's plan (appendix 6).

‘II. First reading asks the students to go to the text and to get the general idea of the reading passage.

Reading strategies for first reading:

1) Glance at the title

2) Read the first sentence of each paragraph and the last sentence of the last paragraph

3) If there are pictures or diagrams in the text look at them

4) A text is usually followed by some questions, so reading the questions also helps you get some key information you need. And underline the two key words : "the earth ; life" in the title with red chalk.’

Quoted from the teacher’s lesson plan in appendix 6

The analysis shows that IRE sequences are not necessarily all monological or limiting students’ participation. They are presentational in nature and can be used as front-loaded scaffolds to prepare students for later tasks. The microanalysis of the IRE sequences shows how the teacher uses prosodic chopping in the evaluation or feedback moves to draw out the significance of the individual student’s response and takes it to the whole class level. Moreover, the analysis shows that in addition to teacher’s feedback move which goes beyond mere evaluation (Hellermann, 2003, Wells, 1993, 1999), teacher’s initiation move is also important in providing learning opportunities for multiple students to co-construct classroom dialogues, from which knowledge can be generated and shared by the rest of the class. The knowledge of ‘skimming’ in the IRE sequences is thus not transmitted from the teacher to students but generated from and shared by students.

### **5.5 Teacher’s use of IRE/F sequences for evaluation**

Extract 5.11 below is an interaction which takes place when the teacher uses IRE sequence to interact with all students one after another from the second data collection period. The teacher asks students to talk about their favourite after school activity one by one after a group discussion. The text is based on an article titled ‘The school life in the UK’. The interaction follows IRE/F sequences. Lanlan, Meimei, and Jack follow the interaction order which is an anti-clockwise order.

Transcription 5.11 Teacher's interaction with multi students

Turn	Speaker	Transcription	Prosodic Analysis	Communicative Functions	Participation Roles	Participation Structure
1	LanLan	Um (.) I li::ke (.) I like playing(.) dance machine (.) after school	LS, P	Turn initiation	Respondent	TIB
2	Teacher	What-what ↑	RI	Ask for clarification		
3	LanLan	Um dance <u>machine</u> ↓				
4	Teacher	Oh <u>dancing machine</u> [why↓]	Prosodic non-matching	Provide immediate scaffolding on word correction, a short evaluation	Evaluator	
5	Lanlan	[ <u>Dancing machine</u> ]	Prosodic echoing	Signal the receiving of word correction		
6	Teacher	[ <u>Dancing machine</u> ]	Prosodic echoing	Confirmation		
7	Lanlan	[I like it (.) ] I like it very much↓	P, in word repetition	Sustain a speech right		
8		I ca::n't (.) play <u>it</u> (.) everyday↓				
9		Um (.) I only play <u>it</u> (.) on Sunday				
10		<u>it</u> can(.) lose weight a::nd	LS	Sustain a speech right		
11	Teacher	umhum↑	RI	Acknowledgement token	Facilitator	
12	LanLan	I can enjoy (.) I can enjoy the wonderful music	P, in word repetition	Sustain a speech right		
13		a::nd ca::n keep me fit um (.)	LS	Sustain a speech right		
14	Teacher	Yeh↑ So you want to keep fit↓	RI with short remarks	Ask follow up question	Facilitator	
15	LanLan	yes↓	FI	Confirmation		

16	Teacher	That's good ↓		Provide evaluation	Evaluator	
17	LanLan	That's all↓				
18	Teacher	Thank you		Provide evaluation	Evaluator	
19	Teacher	And (.) >do you want to <say something			Orchestrator of turn-taking	TIB
20	Meimei	Um (.) maybe (.) I can (.) give a chance (.) for him↑		Give the floor to another student	Respondent/ Orchestrator of turn-taking	
21	Teacher	<u>Oh</u> ↓ that's good ↓	AE, FI		Evaluator	
22		please↓	FI,	Signal the shift of speech right, invite student's participation	Orchestrator of turn-taking	TIB
23	Jack	I like <u>soccer</u> a::nd >the pop-< a::nd the best popular (.)sport on the world	FS, ACOS,	Self-repair	Respondent	
24		Um (.) >it's my -<er (.) it is my teacher (.) my Friends	FS, ACOS,	Self-repair		
25		When you >gew-< goal (.) on the- goal (.) >um-<on the group	FS, ACOS,	Self-repair		
26		It can let you (.) um(.) forget whatever make you um (.) feel bad↓	P	Sustain an turn		
27		um(.) at that time you (.) um(.) as if to (.) have the world	P, in word repetition	Sustain a speech right		
28	Teacher	Umhum↓	FI	Achnowledgement token		
29		What a good answer ↓		Provide evaluation	Evaluator	
30		yes↑ good that's all↑				
31	Jack	Um↓				
32	Teacher	yes↑				

In extract 5.12 below, Lanlan is answering the pre-set question by the teacher, what is your favourite after school activity? The teacher in line 2 doesn't hear clearly Lanlan's utterance thus asks a clarification question. Lanlan in line 3 provides her answer again 'dance machine ↓', with emphasis on the word 'machine' with a falling tone. The teacher revoices Lanlan's utterance with slightly different prosodic information, with an extra emphasis on the changed word 'dancing'. Lanlan uses prosodic echoing to revoice the teacher's correction on her previous response. The teacher then again uses prosodic echoing in line 5 to show his confirmation. Thus prosodic cues, prosodic non-matching and prosodic echoing, are all found in the short interaction between Lanlan and the teacher. Also, pauses in word repetition in Lanlan's speech function as a turn initiation device, as can be seen in lines 1, 7, and 12.

Extract 5.12

1	LanLan	Um (.) I li::ke (.) I like playing(.) dance machine (.) after school
2	Teacher	What-what ↑
3	LanLan	Um dance <u>machine</u> ↓
4	Teacher	Oh <u>dancing machine</u> [why ↓]
5	Lanlan	[ <u>Dancing machine</u> ]
6	Teacher	[ <u>Dancing machine</u> ]
7	Lanlan	[I like it (.) ] I like it very much ↓
8		I ca::n't (.) play <u>it</u> (.) everyday ↓
9		Um (.) I only play <u>it</u> (.) on Sunday
10		<u>it</u> can(.) lose weight a::nd
11	Teacher	umhumm ↑
12	LanLan	I can enjoy (.) I can enjoy the wonderful music
13		a::nd ca::n keep me fit um (.)
14	Teacher	Yeh ↑ So you want to keep fit ↓
15	LanLan	yes ↓
16	Teacher	That's good ↓
17	LanLan	That's all ↓
18	Teacher	Thank you

The teacher's role during the IRE sequence with Lanlan shifts from an immediate scaffolding provider (prosodic non-matching and echoing) to an offstage facilitator, providing an acknowledgement token with a rising intonation, and evaluator in lines 14 and 16. In the IRF interaction between Lanlan and the teacher, prosodic non-matching is used by the teacher to signal his correction on Lanlan's utterances. Prosodic echoing is used both by the teacher and Lanlan as a sign of acceptance and confirmation of the word correction.

Extract 5.13 shows the teacher continues IRE sequences with another two students (Meimei and Jack). The teacher follows the anti-clockwise sequences, asking for Meimei's answer after Lanlan. Meimei being an active member of classroom talk shows her willingness to give her speech right to Jack. The use of the word 'chance' in line 20 shows that Meimei considers the IRE sequences as a chance to practice spoken English language. The teacher acknowledges Meimei's orchestration of the participation structure and gives the floor to Jack. Self-repair accompanied by abrupt cut-off sound with fast speech rate is found in Jack's utterance, signalling a feature of final draft, presentational discourse (refer to Chapter 7). The teacher gives an acknowledgement token and a positive evaluation at the end of Jack's answer.

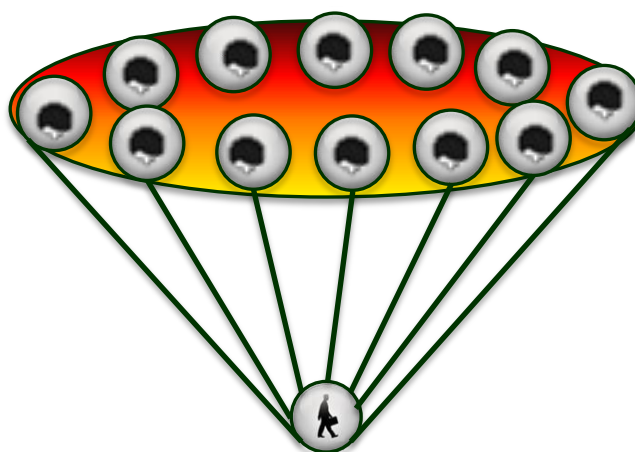
Extract 5.13

19	Teacher	And (.) >do you want to <say something
20	Meimei	Um (.) maybe (.) I can (.) give a chance (.) for him↑
21	Teacher	<u>Oh</u> ↓ that's good ↓
22		please↓
23	Jack	I like <u>soccer</u> a::nd >the pop-< a::nd the best popular (.)sport on the world
24		Um (.) >it's my -<em (.) it is my teacher (.) my Friends
25		When you >gew-< goal (.) on the- goal (.) >um-<on the group
26		It can let you (.) um(.) forget whatever make you um (.) feel bad↓
27		um(.) at that time you (.) um(.) as if to (.) have the world
28	Teacher	Umhum↓
29		What a good answer ↓
30		yes↑ good that's all↑
31	Jack	Um↓

32	Teacher	yes↑
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Data analysis on extract 5.11 shows that IRE sequences are not only designed to test students' answers. With open questions initiated by the teacher, IRE sequences can be used as a pedagogical tool for teachers to interact with multiple students and brings in students' everyday experience outside the classroom into the classroom interaction. The social participation structure in this interaction (Figure 19 below) is slightly different from previous models. All students are taking turns to participate on the core interactional ground, talking about their favourite afterschool activities with the teacher through IRE sequences. This type of social participation structure affords students a quick interaction with the teacher within the limited lesson time. It allows students to practice spoken English and get immediate feedback from the teacher. Prosodic cues, such as prosodic echoing and prosodic non-matching are used by the teacher and students for constructing immediate scaffolding. Lengthening speech is used by students during their turn-initiation. Abrupt cut-off sound and fast speech rate are found to accompany self-repair sequences in students' speech to hold the turn.

Figure 19 Social participation structure of IRE between the teacher and multiple students





## 5.6 Chapter summary

This chapter provided a detailed prosodic analysis of classroom talk in teacher's instructional activities. Data selected for analysis are of different interaction modes, teacher-individual student interaction and teacher-multiple students' interaction. Prosody is found to be of pedagogical value during these classroom interactions.

Firstly, prosody is important in the immediate construction of turn pairs. The analysis of the prosodic features shows that the teacher and students orient to each other's prosody during their co-construction of turn-taking. For example, the teacher's purposeful lengthening of key words, which generates an overlapping response from the students, can function as a tool to check students' comprehension. Prosodic non-matching can be used to signal a query of a response or to indicate word correction. Prosodic echoing can be used to signal acceptance of a response. Prosodic cues, such as prosodic chopping, louder speech, or emphasis can function as pedagogical tools to signal key information to the students. Moreover, quiet speech can be used by students to signal problems. Abrupt cut-off speech sound with fast speech rate can be used by students as a turn holding device.

Secondly, prosody is important in signalling a shift of classroom social participation structure. For example, IRE sequence which appears to be monological, is found to be presentational in nature. Knowledge and learning opportunities created during the IRE sequence with individual student participation can be shared with the rest of the students. The teacher's use of prosodic chopping or louder speech in revoicing an individual student's response, signals his addressivity to the whole class. The IRE interaction with individual student participation can also open an interactional ground (a chain of IRE/F sequences), providing opportunities for multiple students to participate. Knowledge generated through the teacher-multiple students' interaction is shared among all the students and can function as front-loaded scaffolding, equipping students with words, skills for later student-centred activities.

## **Chapter Six: Prosodic analysis of group discussion activities**

### **6.1 Chapter introduction**

The aim of the chapter is to investigate the teacher and students' collaborative use of prosody in group discussion activities. Data selected for analysis in this current chapter are all from group discussions among the teacher and students. Compared to the teacher's instructional activities which are at the beginning of the recorded lessons in Chapter Five, the group discussion session is more student-centred. The teacher during this group discussion activity often adopts a 'plate spinner' role, walking around student groups, encouraging students to talk with their group members to collaboratively solve a task. The teacher also orchestrates the task structure by managing the time of group discussion, answering individual student's questions, checking group understanding of the task, and taking students' responses or questions from one group to other groups. Student discussion activities have been explored by many researchers and thus given much of the educational value. For example, Mercer (2005) conducted research on group talk and identified three types of talk: disputational talk, cumulative talk and exploratory talk, which provide a good analytical tool for researchers interested in classroom interaction. The majority of the classroom analyses focus on the macro-level of classroom talk. This chapter provides a micro-level analysis to study the pedagogical value of the classroom interaction during group discussions.

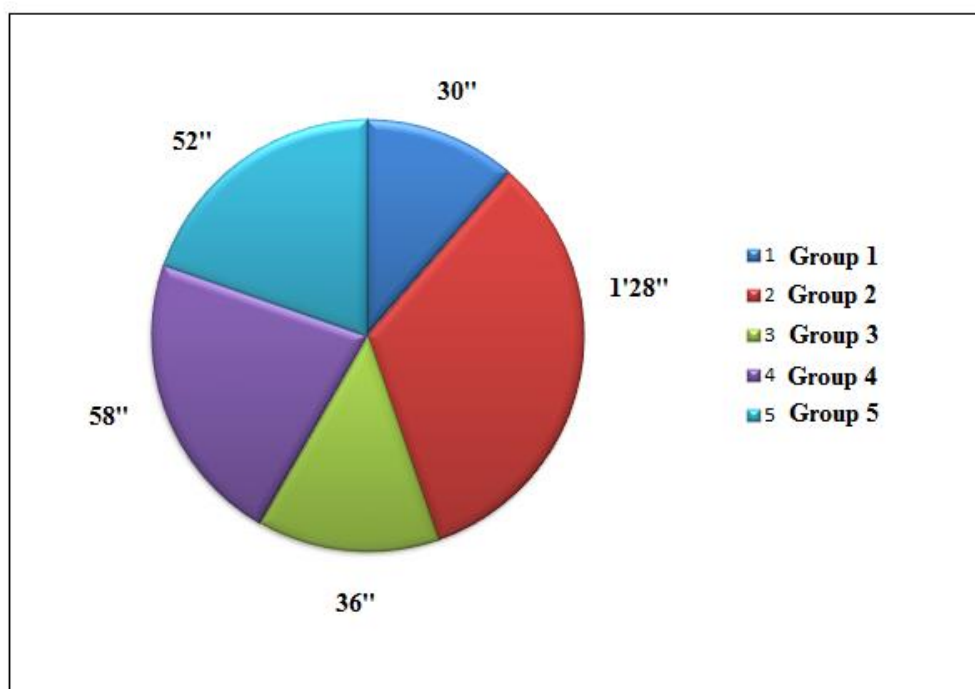
Section 6.1 explains the aim and also the organization of the chapter. Section 6.2 provides a brief context of group discussion activities, explaining the teacher's role and his time spent on each group during a group discussion. Sections 6.3 and 6.4 show the prosodic analysis of classroom interaction in student-centred group discussions. Section 6.3 of the chapter focuses on a group discussion among three students and the teacher, following a pre-set academic task structure from the teacher. It shows how the teacher takes on an individual student's joke from one group and shares it with other groups to co-construct with students a playful classroom environment. Section 6.4 focuses on a student-centred discussion without the teacher participation. The academic task for group discussion is not a strictly pre-set structure, thus students have the freedom to negotiate their turns among themselves. Sections 6.5 and 6.6 show the prosodic analysis of teacher-fronted classroom

discussion. Section 6.5 shows a teacher initiated bilateral interaction with an individual student participation to check their discussion results on a given task. Section 6.6 shows a teacher initiated multilateral interaction with two students' participations to check their discussion results on a given task. IRE/F sequences happen more during Sections 6.5 and 6.6, which can be seen from the later data analysis.

## 6.2 Teacher's role during group discussion

Data in this research shows that during group discussions, the teacher walks around groups, checking students' understanding on the given topic, encouraging students to participate in their discussions as well as providing immediate scaffolding for students with individual questions. The teacher's role at this stage is the 'plate spinner' of the activity, moving between groups to encourage active discussion. Figure 20 shows the time spent by the teacher on each group during one sample group discussion activity. The group discussion takes a total of 4 minutes 24 seconds. There are five groups of students in the class. The teacher spends more time on groups 2, 4 and 5, when he answers questions from individual students or when he gives whole class instruction when students are quiet in a group.

Figure 20: Teacher's time allocation during group discussion

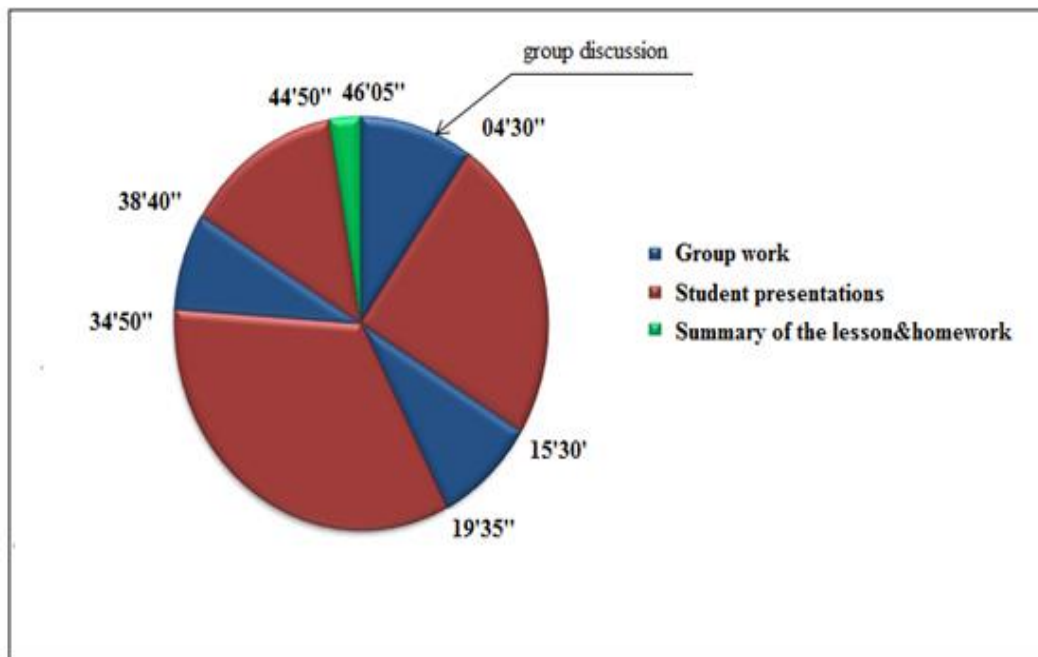


### 6.3 Student-centred group discussion with teacher participation (playful environment)

Extract 6.1 below is a group discussion among three students (Meimei, Lanlan, and Jack), based on the text article ‘The school life in the UK’. A list of abbreviations of prosodic features can be found in Section 4.5.2. The text article is written by Weihua, a Chinese exchange student, about her experience in the UK (please refer to appendix 7). In the article, the author talks about her favourite school subject, sport, and after-school activity while she was studying the exchange program in the UK. The extracts are selected from a lesson in the second period of data collection, where classroom seating is rearranged to encourage group work. The teacher at the beginning of the sequences sets the academic task structure, which is to talk about ‘What are your favourite (.) subjects (.) sport (.) and afterschool activities↓’ (Extract 6.1, line 5). Three students in a group, Meimei, Lanlan and Jack participate in the group discussion. The interaction is mainly among the three students, with occasionally the teacher’s participation.

However, when the teacher participates in the group talk, the talk naturally falls into two streams. One stream of talk is between the teacher and Jack. The other stream of talk is between Meimei and Lanlan. The two streams of talk take place at the same time. In the transcription, ‘={’ is used to mark two streams, e.g. lines 37-42 and lines 42-48. The teacher’s uptake on Jack’s joke to the whole class level to build a carnival environment (please refer to Section 3.6.2) for classroom interaction is important for analysis purposes. The analysis of this episode is also to provide a detailed picture of how participants through the use of prosodic information negotiate different participation roles (e.g. orchestrator, joke-initiator, scaffolding provider, etc.). The teaching of the text article is divided into two lessons. The first lesson focuses on the introduction of new reading skills and reading tasks for students to practice the skills. Different from the first lesson structure, the teacher in the second lesson gives an open topic for students to discuss in groups and to present their views to the rest of the class after the discussion. The current episode is selected from the second lesson where the teacher asks students to talk in groups about their favourite school subject, sport, and after-school activity as shown in Figure 21.

Figure 21: The lesson structure of a group discussion activity



Extract 6.1 of group discussion with teacher participation (playful environment)

Turn	Speaker	Transcription	Prosodic Analysis	Communicative Functions	Participation Roles	Participation Structure
1	Teacher	Just now (.) In the article (.)	P, prosodic chopping	Signal addressivity to the whole class	Whole class instructor	TI
2		Weihua talks about (.) <u>her</u> favourite (.) <u>subjects</u> (.)	P, AE, prosodic chopping	Add emphasis on the key information		
3		her favourite (.) <u>sports</u> (.) and her favourite (.) after school activities	P, AE, prosodic chopping	Add emphasis on the key information		
4		Now my question is (.) what are <u>yours</u> ↓	P	Add emphasis on the key information		
5		What are <u>your</u> favourite (.) <u>subjects</u> (.) <u>sport</u> (.) and <u>afterschool</u> activities↓	P, AE, prosodic chopping	Add emphasis on the key information		
6		And <u>do</u> remember (.) <u>why</u> ↓ Why you like (.) the subjects so much (.)↓	P, AE, prosodic chopping	Add emphasis on the key information		
7		Why you prefer (.) that >kind of sports< so much↓ ok ↑	RI	Check comprehension		
8		Now↓ talk about it	FI,	Elliptic signal, Signal a new sequence /topic		
9		And sha::re your opinions (.) with your group members	LU, P	Add emphasis on the key information		
10	Meimei	Ok		Signal willingness to participate	Respondent	
11	Teacher	Is it clear↑	RI	Check comprehension	Question Initiator	
12	Meimei	[yes]	OU		Respondent	SIM
13	Jack	[hhh(.)] I like the school (.) Um (.) that (.) um (.)	OU		Turn-initiator	

14		Teacher can give some (.) give some (.) give our time to study <u>by myself</u>	P, in word repetition,	Sustain a turn		
15		Um (.) hhh(.) I can(.) I can speak (.) [on the(.)] on the subjects	P, in word repetition, OU	Sustain a turn, signal a potential TRP		
16	Meimei	[But (.)] I mean	OU	Signal a turn-initiation	Orchestrator of academic task structure	
17		What subjects you like		Ask clarificatin		
18	Jack	um↑	RI	Ask for clarification	Respondent	
19	Meimei	What subjects↓			Question Initiator	
20	Lanlan	Sub(.)jet'↓	Prosodic non-matching	Immediate correction		
21	Meimei	Ok↑				
22	Jack	[P.E. ↑			Respondent	
23	Meimei	[Um(.)] Maybe (.) >I don't know< what's				
24	Jack	Favourite				
25	Meimei	°What° is your favourite↓				
26	Jack	P.E. ↓	Prosodic echoing		Question Initiator	
27	Meimei	P.E. ↓ Why ↓ why is P.E. ↓				
28	Jack	>I can< play football (.) on the P.E. right↑				
29	Meimei	[so]	OU			
30	Jack	[I like] football very much↓ WOOHOO (waving his fist in the air) hehehe.	OU Non-verbal laughter	Signal excitement	Respondent	
31	Meimei	Um (.) the sport (.) so the sports (.)	P, in word repetition, OU	Sustain a turn	Orchestrator of academic task structure	
32		>your favourite sport< is also the football	FS			

33		a::nd after school activities-	LU	Sustain a turn		
34	Jack	Um (.) sleep ↓			Respondent	
35	Meimei	Just sleep↓ (.) just sleeping ↑	Prosodic non-matching	Query of the previous speaker's utterance	Question Initiator	
36	Jack	yes↑	RI	Initiate playful environment		
37	Teacher	What is your favourite sport ↑			Question Initiator	TIB
38		>what is your favourite sport <↑	FS, RI			
39	Jack	Hehehe (.) Soccer↓ Soccer↓	FI, laughter		Respondent	
40	Teacher	Soccer↑	RI prosodic non-matching	Query of student's respond		
41		Just now I heard that <u>your</u> favourite sport is [sleep]	OU		Question Initiator	
42	Jack	[hehehe]	OU, laughter			
43	Lanlan	Jiushi donggan de jinbao de yinyue zemeshuo ya (Madarin: how to say rock music)		Code-switching back to ask for peer scaffolding	Question Initiator	SIB
44						
45		Jiu shi ((Mandarin: it is)) Rock↓ music		Code-switching back to	Respondent	
46	Lanlan	Rock ↓	Echoing			
47	Meimei	Rock ↓	Echoing	Confirmation		
48		For me I like(.) actually(.) I like all subjects but hate all subjects-	P, in word repetition, OU	Sustain a turn		
49	Teacher	Hi class↑	RI	Signal addressivity	Whole class instructor	TI
50		This guy said(.) his favourite sport (.) is (.) sleep↓	P, prosodic chopping	Add empahsis, add humourous effect		
51	Students	hahaha	Laughter	Accept joke	Respondent	
52	Teacher	Ok I want you to be serious↓ °right° ↑				



53		SLEEP is (.) <u>not</u> a sport↓ °ok° [hhh(.)]	LS, AE, P, OU	Invite laughter		
54	Students	[hehehe]	OU, laughter	Accept laughter invitation	Respondent	
55	Meimei	I <u>like</u> all:: subjects (.) but hate all subjects			Turn-initiator	SIB
56	Lanlan	In-in school↓	ACOS in word repetition	Turn initiation		
57	Meimei	>We just limited< the subjects in the book↓ °I ° want to				
58	Lanlan	[...]	OU			
59	Jack	[((coughing))]	OU			
60	Meimei	Do you understand what i mean↑				
61	Lanlan	[Um(.)]	OU		Respondent	
62	Teacher	[EATING↓(.)] is (.) <u>not</u> a sport ↓	OU		Whole class instructor	TI
63		((facing the whole class after talking to group three))	Non-verbal	Accept joke		
64	Students	hahaha	Laughter		Respondent	
65	Meimei	Education >is just for < the(.) examination ↓			Turn-initiator	SI
66		I want to:: have more free:: to:: lear::n the (.) knowledge ITSELF↓	LU	Sustain a turn		
67		I mean↓				
68	Meimei	What about you↓			Question Initiator	SIB
69	Lanlan	I li::ke(.) I li::ke(.) English <u>class</u> ↓ becau::se in the:: English cla::ss (.)	P, LU, in word repetition	Sustain a turn	Respondent	
70		I can <u>ta::lk</u> (.) what I want to <u>say</u> ↓				
71		A::nd [I am very ]	OU			

=	72	Meimei	[Ni ke yi shuo] ((Madarin: you can say))	OU	Code-switching to provide immediate scaffolding	Feedback provider	
	73		<u>say</u> what you want to <u>say</u>	AE	Add empahsis to the corrected words		
	74		huo zhe ((Mandarin: or))		provide immediate scaffolding		
	75		<u>Talk</u> what I want to <u>talk</u> ↓	AE	Add empahsis to the corrected words		
=	76	Jack	Teacher (.) teacher(.) <u>teacher</u> (.) only a joke↓	P	Singal adressivity	Turn-initiator	SIB/T
	77		I like (.) the sport (.) fall in love↓ [hehehe]	P,prosodic chopping, laughter	Add emphasis to initiate a joke		
	78	Teacher	[haha]	Laughter	Accept joke	Respondent	
	79		((facing to the whole class))	Non-verbal	Signal addressivity to the whole class	Whole class instructor	
	80		A::nd being in love with someone (.) is <u>not</u> (.) a sport↓	LU, prosodic chopping	Signal addressivity to the whole class, add humourous effective		TI
	81	Jack	hehehe	Laughter		Respondent	
	82	Teacher	Jack says (.) fall in love with somebody (.) is his favourite sport↓	prosodic chopping	Signal addressivity to the whole class, add humourous effective	Whole class instructor	
	83		No(.) absolutely not↓ (.) Not s sport ↓				
	84	Students	hahaha	Laughter	Signal engagement	Respondent	

Extract 6.2 below is an example of whole class instruction. The teacher uses prosodic chopping as a way to add emphasis to the key information. It also signals his addressivity is to the whole class instead of an individual student. Pauses are strategically placed before the key information, He also uses prosodic chopping to signal the key information which has also been emphasized in his speech, ‘(.) her favourite (.) subjects (.) her favourite (.) sports (.) and her favourite (.) afterschool activities’, and ‘What are your favourite (.) subjects (.) sport (.) and afterschool activities’, etc. Emphasis is also used on the key words. In line 8, the teacher uses ‘Now↓’ as a marker to draw students’ attention and signal the start of a new academic task.

Extract 6.2

1	Teacher	Just now (.) In the article (.)
2		Weihua talks about (.) <u>her</u> favourite (.) <u>subjects</u> (.)
3		her favourite (.) <u>sports</u> (.) and her favourite (.) after school activities
4		Now my question is (.) what are <u>yours</u> ↓
5		What are <u>your</u> favourite (.) <u>subjects</u> (.) <u>sport</u> (.) and <u>afterschool</u> activities↓
6		And <u>do</u> remember (.) <u>why</u> ↓ Why you like (.) the subjects so much (.)↓
7		Why you prefer (.) that >kind of sports< so much↓ ok ↑
8		Now↓ talk about it
9		And sha::re your opinions (.) with your group members
10	Meimei	Ok
11	Teacher	Is it clear↑
12	Meimei	[yes]

As can be seen in extract 6.3 below, Jack starts by talking about his favourite kind of schools. He then realises that he fails to mention the specific school subject which is the pre-set academic task structure from the teacher. At the end of Jack’s utterance, he tries to adjust his answer (e.g. ‘hhh(.) I can (.) I can speak (.) [on the(.) on the subjects’). Pauses accompanying word repetition function here as a tool to sustain

the floor. However, Meimei takes an orchestrator's role, following the pre-set academic task structure by the teacher, initiates a clarification question, which results in the overlapping speech between Jack and her in lines 15 and 16. Meimei in line 17, takes a leading role and asks a clarifying question to help Jack to go back to the teacher's pre-set question. Meimei's clarifying question is further repaired by Lanlan who revoices Meimei's word 'subjects' with a singular form 'Sub(.)jet'. Prosodic chopping between word syllables is used as a tool to stress the repaired singular part of the word, which is evidenced with the emphasis of the second syllable. In line 27, Meimei revoices Jack's answer with the same falling intonation; prosodic matching here functions as a way to signal her acceptance of Jack's answer. Meimei then asks a follow up question, 'Why ↓' in line 27, which is also pre-set by the teacher, 'And do remember (.) why ↓ Why you like (.) the subjects so much (.)↓' in line 6. Thus Meimei's participation role is a leader of the discussion and at the same time an orchestrator of the academic task structure. When Jack answers that the reason that he likes the subject P.E. is because he likes football, this again breaks the academic task structure. Because 'football' should be the answer to the next question, which is 'what is your favourite sport?' Meimei shows word repetition accompanied by minor pauses to sustain her speech right in line 31, to bridge the academic task structure, and continue the third question, 'what is your favourite school activity?' In line 34, Jack initiates a playful talk by saying 'sleep ↓' is his favourite school activity. Meimei revoices Jack's answer with the same falling intonation, a prosodic echoing to signal the acceptance of Jack's response. But she immediately initiates a query of the response by repeating the answer in a rising tone, a phenomenon of prosodic non-matching. Here, Jack's joke is ignored in the interaction.

Extract 6.3

13	Jack	[hhh(.)] I like the school (.) Um (.) that (.) um (.)
14		Teacher can give some (.) give some (.) give our time to study <u>by myself</u>
15		Um (.) hhh(.) I can(.) I can speak (.) [on the(.)] on the subjects
16	Meimei	[But (.)] I mean
17		What subjects you like
18	Jack	um↑
19	Meimei	What subjects↓
20	Lanlan	Sub(.).jet'↓
21	Meimei	Ok↑
22	Jack	[P.E. ↑
23	Meimei	[Um(.)] Maybe (.) >I don't know< what's
24	Jack	Favourite
25	Meimei	°What° is your favourite↓
26	Jack	P.E. ↓
27	Meimei	P.E. ↓ Why ↓ why is P.E. ↓
28	Jack	>I can< play football (.) on the P.E. right↑
29	Meimei	[so]
30	Jack	[I like] football very much↓ WOOHOO (waving his fist in the air) hehehe.
31	Meimei	Um (.) the sport (.) so the sports (.)
32		>your favourite sport< is also the football
33		a::nd after school activities-
34	Jack	Um (.) sleep ↓
35	Meimei	Just sleep↓ (.) just sleeping ↑
36	Jack	yes↑

Although Jake's joke is not picked up by Meimei, who is taking a leader's role in the discussion, the teacher who is walking around the groups notices Jack's joke and joins the group discussion. The teacher picks up the joke in line 37 and initiates a bilateral interaction with Jack, which can be seen from extract 6.4 below. The group conversation is split into two streams of talk, the conversation stream A between the

teacher and Jack and conversation stream B between Meimei and Lanlan. In stream A, the teacher and Jack have a conversation about Jack's joke. In stream B, Lanlan and Meimei have a peer scaffolding sequence.

Extract 6.4

=	37	Teacher	What is your favourite sport ↑
	38		>what is your favourite sport <↑
	39	Jack	Hehehe (.) Soccer↓ Soccer↓
	40	Teacher	Soccer↑
	41		Just now I heard that <u>your</u> favourite sport is [sleep]
=	42	Jack	[hehehe]
	43	Lanlan	Jiushi donggan de jinbao de yinyue zemeshuo ya (Mandarin: how to say rock music)
	44		
	45		Jiu shi ((Mandarin: it is)) Rock↓ music
	46	Lanlan	Rock ↓
	47	Meimei	Rock ↓
	48		for me I like(.) actually(.) I like all subjects but hate all subjects-

In Stream A, as can be seen from line 37 and line 38, the teacher repeats his question the second time with fast speech rate, which shows an 'integration' tone. From the next turn proof, we can see Jack in line 39, starts laughing and answers 'Soccer↓' twice with falling intonation, further evidence that Jack is jokingly saying his favourite activity is sleep. Jack's laughter here functions as a tool to ease his embarrassment. However, the teacher does not stop the conversation when Jack provides the corrected answer, but instead continues the joke with Jack in line 40 and 41 ('soccer↑ Just now I heard that your favourite sport is [sleep]'). Jack in line 42 starts laughing. Again, laughter here functions as a tool for Jack to ease his embarrassment.

Meanwhile, in stream B, Lanlan initiates a bilateral sequence with Meimei. She uses code-switching in line 43. Meimei in line 45 also uses code-switching but as a way

of scaffolding Lanlan. After Meimei provides the correct word ‘rock↓’ for Lanlan in line 46, Lanlan repeats the word ‘rock↓’ with the same falling intonation. Prosodic echoing here functions as a sign of accepting the word search. In line 48, Meimei revoices Lanlan’s use of prosodic matching as a sign of confirmation in line 47.

Following his conversation with Jack, the teacher takes Jack’s joke to the whole class level. As can be seen from extract 6.5 below, Jack’s eccentric behaviour is accepted and uptakes to the whole class by the teacher in line 49, which creates a carnival atmosphere (refer to chapter 3.6.2) in the classroom. Prosodic chopping together with the emphasis on the negative noun form ‘not’ and a laughter invitation at the end adds a humorous effect. Collective laughter can be found from the rest of the class in line 54, which signals the students’ engagement on the joke.

Extract 6.5

37	Teacher	What is your favourite sport ↑
38		>what is your favourite sport <↑
39	Jack	Hehehe (.) Soccer↓ Soccer↓
40	Teacher	Soccer↑
41		Just now I heard that <u>your</u> favourite sport is [sleep]
42	Jack	[hehehe]
49	Teacher	Hi class↑
50		This guy said(.) his favourite sport (.) is (.) sleep↓
51	Students	hahaha
52	Teacher	Ok I want you to be serious↓ °right° ↑
53		SLEEP is (.) not a sport↓ °ok° [hhh(.)]
54	Students	[hehehe]

After the teacher uptakes Jack’s joke to the whole class and builds a carnival atmosphere upon classroom discussion, he continues to walk to other groups to check students’ progress on the group task. Interestingly, students from other groups also join in to sustain the carnival atmosphere in the classroom, which can be found in extract 6.6 below. The teacher uptakes a student’s response to the whole class

level by using prosodic chopping, louder speech, and accentual emphasis (e.g. [EATING↓(.) is (.) not a sport ↓), followed by a collective laughter.

Extract 6.6

62	Teacher	[EATING↓(.)] is (.) <u>not</u> a sport ↓
63		((facing the whole class after talking to group three))
64	Students	hahaha

In extract 6.7 below, from line 65 to line 75 is an interaction between Meimei and Lanlan on the topic of favourite school subject. Meimei during the talk uses a criticizing speech genre to express her view on the textbook based knowledge. In line 68, she orchestrates the turn-taking by initiating another bilateral interaction with Lanlan. She gives the speech right to Lanlan by asking ‘What about you↓’.

Jack during the conversation has not been offered a floor by Meimei. He continues to sustain the carnival atmosphere by bringing the teacher back to the group. Again, the group conversation falls into two streams after the teacher re-joins the group. In conversation stream A, Lanlan after being offered a floor from Meimei, talks about her favourite subject. In line 69, Lanlan initiates a turn through word repetition accompanied by lengthening speech and pauses. In line 70, Lanlan makes a mistake ‘I can ta::lk (.) what I want to say↓’. Meimei takes a position as a more competent member of the group and provides immediate scaffolding to correct Lanlan’s grammatical mistakes. In lines 73 and 74, Meimei code switches to Mandarin for instruction, ‘you can say’, ‘or’, and correct Lanlan’s utterance with similar prosodic information, stress on the word ‘say’ and ‘talk’.

In conversation stream B, Jack initiates another joke with the teacher in lines 76 to 78. In line 76, Jack states clearly what he is going to say is ‘only a joke↓’, and adds the eccentric joke with laughter initiation, ‘I like (.) the sport (.) fall in love↓[hehehe’. The teacher in line 78 accepts Jack’s joke and his laughter invitation, and thus develops a joint laughter with Jack. He also uptakes Jack’s joke to the whole class level in line 79, and puts Jack in the centre of the class attention in line 82 by telling everyone that it is Jack who says it. Non-verbal communication, gaze direction to the whole class, and prosodic chopping in his speech in lines 80 and 81 signals the



teacher's addressivity is to the whole class, thus initiates a whole class instruction. Joint laughter is generated from the whole class in line 84.

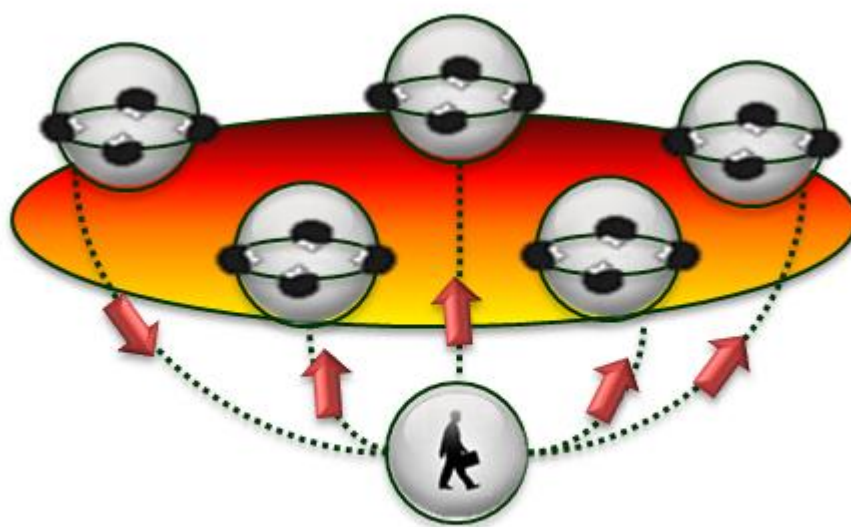
Extract 6.7

65	Meimei	Education >is just for < the(.) examination ↓
66		I want to:: have more free:: to:: lear::n the (.) knowledge ITSELF↓
67		I mean↓
68	Meimei	What about you↓
69	Lanlan	I li::ke(.) I li::ke(.) English <u>class</u> ↓ becau::se in the:: English cla::ss (.)
70		I can <u>ta::lk</u> (.) what I want to <u>say</u> ↓
71		A::nd [I am very ]
72	Meimei	[Ni ke yi shuo] ((Madarin: you can say))
73		<u>say</u> what you want to <u>say</u>
74		huo zhe ((Mandarin: or))
75		<u>Talk</u> what I want to <u>talk</u> ↓
76	Jack	Teacher (.) teacher(.) <u>teacher</u> (.) only a joke↓
77		I like (.) the sport (.) fall in love↓ [hehehe]
78	Teacher	[haha]
79		((facing to the whole class))
80		A::nd being in love with someone (.) is <u>not</u> (.) a sport↓
81	Jack	hehehe
82	Teacher	Jack says (.) fall in love with somebody (.) is his favourite sport↓
83		No(.) absolutely not↓ (.) Not s sport ↓
84	Students	hahaha

As seen from Figure 22 below, the teacher builds on one student's joke and uptakes it to the whole class level which builds a carnival square for students to contribute freely and sustains the carnival atmosphere. Eccentric responses from students are welcomed and used by the teacher as a tool to build positive interaction rituals with multiple students. Collective laughter can be found throughout the classroom

interaction, which also plays an important part in creating a ‘carnavalesque’ atmosphere in the classroom. Laughter enables students to ‘play’ with language in L2, so that if they make grammatical or lexical mistakes, they do not lose face in front of their peers. Prosodic features such as prosodic chopping is an effective way to bring a student’s response to the whole class level and also add humorous effect.

Figure 22: Teacher’s uptake of joke from an individual student



Moreover, in the classroom discussion, Meimei, Jack, and Lanlan also form a sub-classroom Community of Practice, helping each other’s pragmatic conversational skills in the target language. Meimei acts as a more competent member of the community, managing turn-taking of the discussion (e.g. asking questions following the teacher’s pre-set sequence), providing immediate scaffolding to Lanlan (e.g. answering Lanlan’s question and correcting Lanlan’s grammatical mistakes, etc.). Prosodic features such as prosodic chopping on word syllables can function as a tool for adding emphasizing to repaired words, prosodic matching can signal a confirmation on the peer scaffolding, etc. Furthermore, the analysis proposes a way of illustrating the split of spontaneous conversation.

#### **6.4 Student-centred group discussion without teacher's participation**

Extract 6.8 below is selected from a student-centred group discussion. The discussion is prior to a 'learning by teaching' activity (refer to sections 7.7 and 7.8). Students are given the task to discuss in groups and raise one question based on the text book for students in other groups to answer. Meimei in the discussion takes on more participation roles, e.g. an evaluator, an orchestrator of the turn-taking, and a discussant, etc.

Extract 6.8 on student-centred group discussion without teacher's participation

Turn	Speaker	Transcription	Prosodic Analysis	Communicative Functions	Participati Roles	Participation Structure
1	Lanlan	wen na ge shen me ((Mandarin: let's ask that))		Code-switch to initiate a turn	Turn-initiator	SIB
2		what the (.) what the (.) article (.) mainly (.) talking about↓	P, in word repetition	Sustain a turn		
3	Meimei	>No this < too easy ↓	FS, FI	Singal disagreement	Evaluator	
4		Do you have some (.) some (.) good ideas ↓			Orchestrat or of turn- taking, Question initiator	SIB
5	Lanlan	Um (.) What do you <u>think</u> the s-school life in UK↓	ACOS	Self-repair	Responde nt	
6	Meimei	<Can we give> a:: more difficult questions (.) give them	SS, LU	Singal disagreement	Evaluator Question initiator	
7	Other group members	((silence))	Iner-turn P		Responde nt	
8	Meimei	How about <u>you</u> ↓ What do you think↓	AE, FI	Signal addressivity	Orchestrat or of turn- taking,	SIB

9		((looking at Jack))	Non-verbal	Signal addressivity		
10	Jack	((Silence))	Inter-turn P	Signal trouble		
11	Meimei	OK↓ Um(.) What's the main idea (.) want to imply↓	FI		Turn-initiator	
12		Um(.) >wei-<what idea:: Weihua want to:: tell us↓	FS, ACOS, LU	Self-repair, thinking aloud		
13		I think just um(.) some feelings (.) about the life in UK↓				
14	Lanlan	Um(.) Maybe(.)	P, accompanying short utterance, 'um'	Signal to again speech right	Respondent	
15		is it she ya (('ya' in Mandarin function as a question mark )) haishi ((mandarin: or)) he ya		Code switch to initiate clarification question	Question initiator	SIB/T
16	Teacher	No Chinese ↓	FI		Rule enforcer	
17	Students	hahaha	Laughter	Signal alignment		
18	Meimei	He↓She↓			Respondent	
19	Lanlan	She ya (('ya' in Mandarin function as a question mark ))		Code switch	Question initiator	
20	Meimei	Maybe >she he< I don't know			Respondent	
21	Lanlan	°Translate in Chinese°	QS	Initiate a joke	Joke initiator	SIB
22	Meimei	Want to check the (.) >want to check <the	FS, P	Sustain a turn	Orchestrator	

		understanding (.)			or of academic task structure	
23		did you <understand the whole passage> overall ↓				
24		how to check it↓				
25	Lanlan	Want to translate into traditional Chinese↑		Initiate a joke	Joke initiator	
26	Meimei	haha	Laughter	Accept joke		
27	Lankan	Um (.)Maybe we can <u>put up</u> a question (.) like um(.)	P	Initiate a turn	Responde nt	
28		why (.)do you <u>think</u> (.) the> bushi< ((Mandarin: >No<))	FS	Code swtich, self- repair, susatin a turn		
29		what do you <u>think</u> (.) Weihua °want to talk° [write this article]	QS, OU	Signal uncertainty		
30	Meimei	[Maybe (.) it is um (.)]	OU	Initiate a turn		
31		why(.) weihua (.) ((writing on a paper))	Non-verbal			
32	LanLan	Why weihua (.)want to talk				
33	Meimei	No I mean		Signal disagreement	Evaluator	
34	Jack	°I have° a good question (.)	QS	Signal a offtopic joke	Responde nt	
35		What's the sex of weihua haha man or woman haha	Laughter	Invite laughter		
36	Meimei	No um (.)		Signal disagreement	Evaluator ,	
37		Maybe um(.) why Weihua <u>enjoy</u> (.) his life in the UK	AE			
38	LanLan	um↑	RI	Ask for	Question	SIB

				clarification	initiator	
39	Teacher	Are you ready↑ Is each group ready↑	RI		Time manager	TI
40	Meimei	Why weihua enjoy (.) his life in the UK	Prosodic echoing	Repeat the discussion result	Respondent	
41	Teacher	Is each group ready↑	RI		Time manager	TI
42	Meimei	yes↓			Respondent	

In extract 6.9 below, Lanlan starts the discussion with code switching, and provides a question ‘what the (.) what the (.) article (.) mainly (.) talking about↓’. Pauses in word repetition function as a sign of turn-initiation. In line 3 Meimei takes on a group leader’s role, providing a negative evaluation of Lanlan’s utterances, saying the question from Lanlan is too easy. She then asks Lanlan for more ideas; word repetition accompanied by pauses functions as a tool for the word search ‘good idea’ in line 4. Lanlan then asks another question in line 4. Meimei in line 5 instead of providing another direct negative evaluation, uses slow speech rate, lengthening utterance, to add emphasis on ‘more difficult question’, which shows that she considers Lanlan’s second question suggestion is still too easy. After an inter-turn pause from her group members, Meimei initiates a bilateral interaction with Jack, using non-verbal gaze, emphasis and falling intonation on the word ‘you↓’, signalling her addressivity to Jack and inviting his view for the discussion. However, her question again is followed by inter-turn silence.

Extract 6.9

1	Lanlan	wen na ge shen me ((Mandarin: let’s ask that))
2		what the (.) what the (.) article (.) mainly (.) talking about↓
3	Meimei	>No this < too easy ↓
4		Do you have some (.) some (.) good ideas ↓
5	Lanlan	Um (.) What do you <u>think</u> the s-school life in UK↓
6	Meimei	<Can we give> a:: more difficult questions (.) give them
7	Other group members	((silence))
8	Meimei	How about <u>you</u> ↓ What do you think↓
9		((looking at Jack))
10	Jack	((Silence))

With no response from her group members to her questions, Meimei starts by suggesting a text related question (extract 6.10 below). Self-repair accompanied by fast speech rate and abrupt cut-off sound can be found in Meimei’s utterance. The use of lengthening on her speech sound in 12 functions as a tool to postpone a TRP



while constructing her sentence. Lala in turn 15 asks for a clarification by using a mixture of English and Mandarin. ‘Ya’ is a mandarin question mark which is normally found at the end of a question. The teacher happens to walk by and reinforce his rule of ‘No Chinese’, in line 16.

#### Extract 6.10

11	Meimei	OK↓ Um(.) What’s the main idea (.) want to imply↓
12		Um(.) >wei-<what idea:: Weihua want to:: tell us↓
13		I think just um(.) some feelings (.) about the life in UK↓
14	Lanlan	Um(.) Maybe(.)
15		is it she ya ((‘ya’ in Mandarin function as a question mark )) haishi ((mandarin: or)) he ya
16	Teacher	No Chinese ↓
17	Students	hahaha
18	Meimei	He↓She↓
19	Lanlan	She ya ((‘ya’ in Mandarin function as a question mark ))
20	Meimei	Maybe >she he< I don’t know

In extract 6.11 below, Lanlan tries to initiate a joke by suggesting coming up with a question to ask students in other groups to translate the text article into Chinese in line 21. Quiet speech shows that Lanlan’s utterance is offtopic of the group discussion theme. However, Meimei as a leader of the group discussion, ignores Lanlan’s joke initiation, and continues with the academic task. In line 25, Lanlan initiates the joke again, this time in a rising tone. Meimei responds with laughter, accepting Lanlan’s joke and quickly switches back to the academic task structure. Self-repair sequence takes place in Lanlan’s utterances in lines 28 and 29 with fast speech rate on code-switching, which shows Lanlan’s mother tongue is still influencing her use of the target English language. Quiet speech at the end of Lanlan’s utterance in line 29 is seen as a TRP by Meimei. Thus Meimei initiates a turn in 30, which overlaps with Lanlan’s utterance. Again, as Meimei is writing her question down on paper, she shows pauses in her speech, a signal of TRP, and Lanlan takes the floor and tries to build on her previous question and instructs Meimei to write it down. Meimei however, gives negative feedback in line 33.

## Extract 6.11

21	Lanlan	°Translate in Chinese°
22	Meimei	Want to check the (.) >want to check <the understanding (.)
23		did you <understand the whole passage> overall ↓
24		how to check it↓
25	Lanlan	Want to translate into traditional Chinese↑
26	Meimei	haha
27	Lanlan	Um (.)Maybe we can put up a question (.) like um(.)
28		why (.)do you think (.) the> bushi< ((Mandarin: >No<))
29		what do you think (.) Weihua °want to talk° [write this article]
30	Meimei	[Maybe (.) it is um (.)]
31		why(.) weihua (.) ((writing on a paper))
32	Lanlan	Why weihua (.)want to talk
33	Meimei	No I mean

After Lanlan's joke in the previous interaction with Meimei, Jack continues to initiate another joke. Again, quiet speech is found in Jack's utterances, showing his speech is an offtopic utterance from the main academic task. Meimei still takes on a leader's role, giving a negative evaluation of Jack's joke and switches the discussion to the main academic task. In line 37, Meimei provides the group question in line 37. Lanlan asks for clarification using the short remark 'um' with a rising tone. Meimei then repeats her question for Lanlan in line 40.

### Extract 6.12

34	Jack	°I have° a good question (.)
35		What's the sex of weihua haha man or woman haha
36	Meimei	No um (.)
37		Maybe um(.) why Weihua <u>enjoy</u> (.) his life in the UK
38	LanLan	um↑
39	Teacher	Are you ready↑ Is each group ready↑
40	Meimei	Why weihua enjoy (.) his life in the UK
41	Teacher	Is each group ready↑
42	Meimei	yes↓

Data analysis of the student-centred discussion shows that Meimei as a more competent member of the group takes on a leader's role during the discussion, orchestrating the turn-taking by asking and evaluating her fellow members' opinions, contributing her own suggestion, and managing the academic task structure for the group discussion when other members of the group try to initiate side jokes. Quiet speech is used by members of the group when they initiate jokes.

### 6.5 Teacher-centred group discussion with multiple students' participation

Extract 6.13 below is a talk between Jin, Wenwen and the teacher. The talk takes place during a group discussion of the task 'to find some similarities between the student life in UK and in China'. The teacher walks to groups to double check whether students understand the group task by asking students to give some answers.

Extract 6.13 Teacher-centred group discussions with multi students' participation

Turn	Speaker	Transcription	Prosodic Analysis	Communicative Functions	Participatio Roles	Participation Structure
1	Teacher	What are the similarities↑		Checking students answers	Question initiator	SIM
2	Wenwen	((Clearing her throat)) um (.)				
3		They (.) all have to work har::d and achieve high scores				
4	Teacher	umhum °yeh° ↑	RI with short remarks	Acknowledgement token		
5		Any other↑ Any other↑	RI	Encourage students' response	Question initiator	
6		((Hand gesture to invite Jin to contribute ))				
7	Jin	Jiu zhe yi dian ((in Mandarin: <u>Only</u> one))	AE on 'only'		Respondent	
8	Wenwen	hhh(.) hehehehe	Laughter			
9	Teacher	only <u>one</u> ↑ (.)	AE 'one' Prosodic non-matching	Query of student's response	Evaluator	
10		Actually there are more than one↓ (.)				
11		There is more than one↓ (.) similarity (.)				
12	Wenwen	The teachers (.) each taught (.) only one subject hhh(.)	Laughter	Laughter invitatio	Respondent	
13	Teacher	Ok (.) goo::d job (.)=			Evaluator	
14	Wenwen	= (.) hhh-[hehehe] ((looking at Jin))	OU, Laughter	Signal alignment		
15	Jin	[hehehe] ((looking at Wenwen))	OU, Laughter	Signal		

				alignment		
16	Teacher	Any other↑ Good (.)			Evaluator	
17	Wenwen	Hehehe- um (.) um (.)				
18	Teacher	((looking at Jack and April who have been looking at the textbook ))	Non-verbal		Non-participator	TI
19		you can <u>share</u> :: with your group member↑ (.)	LU,pauses Prosodic chopping	Singal addressivity to whole class instruction	Whole class instructor	
20		<what you have found> (.) Yeh↑	LU,pauses Prosodic chopping	Singal addressivity to whole class instruction	Whole class instructor	
21		<Share your opinions> (.) Ok↑	LU,pauses Prosodic chopping	Singal addressivity to whole class instruction	Whole class instructor	
22		((turning away from the group))	Non-verbal	Signal a close- off of the previous ineraction		
23	Wenwen	Johnson↓ ((the teacher's English name))			Question initiator	SIB/T
24		Is the Woodwork (.) < a kind> of subject (.) um (.)		Iniate individual question		
25		<it can do the:: [°some kind°↑>]	OU			
26	Teacher	[you mean woodwork↑]	OU	Clarification question	Respondent	
27	Wenwen	They use wood to (.) to(.) =	Pauses, LU	Signal TRP		

28	Teacher	=But (.) here in China(.)	LU	Initiate a turn		
29		we don't have that subject↓				
30	Students	((looking at the teacher))	Non-verbal	Signal Engagement		
31	Wenwen	Yes↓ yeh-				
32		> only (.) only < in primary school	FS, pause in word repetition	Sustain the turn		
33		hhh (.) um (.) hhh (.)	Laughter	Signal a close-off of the previous interaction		
34	Teacher	yeh (.) yeh (.) um (.) go ahead	pause	Acknowledgement token		

In extract 6.14 below, Wenwen clears her throat and uses the short remark ‘um’ as a signal of willingness to participate. In line 3, Wenwen gives an answer to the teacher which is more of a recitation from the text. The teacher gives an evaluation, and he invites Jin to contribute her answer. However, Jin code-switches back to Mandarin when she faces the challenge because she has the same answer as Wenwen does. Thus we see in line 7. Jin said ‘Jiu zhe yi dian’ (Only one), emphasizing the word ‘Jiu’ (‘only’) which in Mandarin is an adverb to modify the degree of the utterance following. In line 9, we see the teacher repeats Jin’s response and re-voices it in English (vs. Mandarin) with a rising tone. Prosodic non-matching where a teacher repeats students’ comments, with different intonation is typically a sign that he is querying the student response. It is a kind of negative evaluation move, but softened. Here, we see the teacher accomplishes both, querying Jin’s response and the tacit of code-switching back by a single case of prosody non-matching. This is an example of how prosody can function as an inter-language communicative device. Wenwen initiates a laughter invitation in line 8 which is ignored by Jin. But later in lines 14 and 15, Wenwen and Jin develop joint laughter which signals their alignment in the group discussion activity. Also Wenwen and Jin look at each other when they are laughing together further shows the bonding nature of the interaction.

#### Extract 6.14

1	Teacher	What are the similarities↑
2	Wenwen	((Clearing her throat)) um (.)
3		They (.) all have to work hard and achieve high scores
4	Teacher	umhum °yeh° ↑
5		Any other↑ Any other↑
6		((Hand gesture to invite Jin to contribute ))
7	Jin	<u>Jiu</u> zhe yi dian ((in Mandarin: <u>Only</u> one))
8	Wenwen	hhh(.) hehehehe
9	Teacher	only <u>one</u> ↑ (.)
10		Actually there are more than one↓ (.)
11		There is more than one↓ (.) similarity (.)
12	Wenwen	The teachers (.) each taught (.) only one subject hhh(.)
13	Teacher	Ok (.) good job (.)=

14	Wenwen	= (.) hhh-[hehehe] ((looking at Jin))
15	Jin	[hehehe] ((looking at Wenwen))

The teacher in extract 6.15 tries to encourage students' group discussion by initiating a multi-student instruction. The teacher's role changes from an evaluator of students' answers to an instructor to encourage group work. Slow speech rate and lengthened utterances and comprehension checkers, such as 'yes, ok' with rising tone are found in his utterances.

#### Extract 6.15

16	Teacher	Any other↑ Good (.)
17	Wenwen	Hehehe- um (.) um (.)
18	Teacher	((looking at Jack and April who have been looking at the textbook ))
19		you can <u>share::</u> with your group member↑ (.)
20		<what you have found> (.) Yeh↑
21		<Share your opinions> (.) Ok↑

During the group discussion activity, the teacher also helps with individual students' queries. As can be seen from extract 6.16, Wenwen is asking for clarification of the subject 'woodwork'. In line 23, Wenwen initiates a topic on 'woodwork' and invites the teacher to co-construct the topic. However, in line 29 the teacher refuses to join the topic on 'woodwork' which is not relating to the task topic 'finding the similarity between life in the UK and in China'. The teacher declines Wenwen's invitation by saying 'woodwork' is not a subject in China. According to Coates (2007), laughter, besides showing the amusement and appreciation during the on-going playful sequences, can also be used as a tool to signal the close-off of a playful climate, which is found in line 33.



Extract 6.16

23	Wenwen	Johnson↓ ((the teacher's English name))
24		Is the Woodwork (.) < a kind> of subject (.) um (.)
25		<it can do the:: [°some kind°↑>]
26	Teacher	[you mean woodwork↑]
27	Wenwen	They use wood to (.) to(.) =
28	Teacher	=But (.) here in China(.)
29		we don't have that subject↓
30	Students	((looking at the teacher))
31	Wenwen	Yes↓ yeh-
32		> only (.) only < in primary school
33		hhh (.) um (.) hhh (.)
34	Teacher	yeh (.) yeh (.) um (.) go ahead

### 6.6 Teacher-centred group discussion to manage the order of later group presentations

During a group discussion, apart from checking students' comprehension of the activity and answering individual students' questions, the teacher also takes the opportunity to manage the order for later group presentations. Extract 6.17 below shows an interaction between the teacher and three students, Lily, Qian, and Jingjing in the first data collection period. Because the sensitive microphone is pinned on the teacher's collar, the talk between the teacher and the group students is fortunately captured. As can be seen from the extract below, the teacher asks the group whose turn it is to present the group discussion result to the class later. Two students (Lily and Qian) point at another student Jingjing while Jingjing points at herself. This shows that students take turns to represent their group members, a sign of equal participation in classroom activities with large classroom size. Laughter from the teacher shows his acceptance of the students' responses. An echoing of the non-verbal gesture further illustrates the teacher's positive evaluation.

## Extract 6.17

1	Teacher	Whose turn is it↑ to comment
2	Lily	((pointing at Qian))
3	Qian	((pointing at Jingjing))
4	Jingjing	((pointing at herself))
5	Teacher	haha ((copying Jingjing's hand gesture and pointing at himself))

In extract 6.18 below, the teacher approaches another group and manages the turns of the group presentation. As can be seen from the extract, the interaction is between the teacher and an individual student within a group. The teacher has an idea whose turn it is since other members within the group have already taken part in the previous group presentations. As can be seen from line 1, the teacher approaches Jenny directly to check whether she is going to present for the group. This also shows that the teacher tries to create an equal opportunity for each student to practice spoken English. Jenny in line 2 confirms her turn but also code-switches to Mandarin explaining that the group has had a very deep discussion and hints that she might need more time for the presentation. The teacher however explains that the time is limited for the presentation. This again shows the teacher managing academic task and social participation structure in terms of time allocation for each group.

## Extract 6.18

1	Teacher	I understand its's your turn right↑ Ok
2	Jenny	Yes ↓ But Wo men tao lun de bi jiao shenke ((Mandarin: What we discussed were very deep))
3	Teacher	>But we do not have enough time<

Extract 6.19 is a teacher-initiated interaction with students in another group to check which student of the group is going to participate in later presentation activity, and also to encourage the students who haven't been presenting in previous lessons to take the learning opportunity. The teacher nominates April to present later. Student Adore has been actively participating in the classroom tasks. April agreed to present under the teacher's nomination in line 3 with non-verbal nodding. The teacher then

takes an encouraging tone, using rising intonation, emphasis on the word ‘chance↓’ with falling intonation, instructing April to view the presentation as a learning opportunity. April then uses quiet speech showing a bit of hesitation and code-switches to Mandarin, explaining that she needs a bit of time to think. The teacher then looks at April and Tingting to encourage them to participate. Rising intonation with short remarks, ‘yes’, ‘ok’, function as a tool to encourage students. This is different from the teacher nominating students in a serious classroom environment.

#### Extract 6.19

1	Teacher	Okay (.) This time is (.) < <u>your</u> turn> (.) to give answers↓ (.) umhum↑((facing April))
2	Adore	hehehe
3	April	[Ok ((nodding))
4	Teacher	[Yeh↑ Take your <u>chance</u> ↓
5	April	°Ok° [I want to xiangyixiang (( Mandarin: to think for a moment)) ((waving the pen in her hand in circles near her head))
6		((looking at April and Tingting)) [You two yet (.) you two have <u>not</u> (.) given <u>any</u> >ques-(.)< <u>any</u> answers↓ °Yes °↑ Ok↑ (nod means yes↑)
7	April and Tingting	((looking at the teacher and nodding))

### 6.7 Group discussion as a way to make the academic task structure easier

Extract 6.20 is an interaction between the teacher and the whole class. It shows that group discussion can make academic task structure easier by encouraging peer scaffolding and exploratory talk. It also shows that group discussions can provide students with a middle ground to appropriate and practice language use before they present their discussion results to the whole class. Again, elliptic signals ‘ok’ and ‘now’ are used to mark the start of a new task, to read the questions before pre-reading. In line 6, the teacher manages the academic task structure, checking whether students have finished the reading and then initiates a question based on the reading. In line 10, the teacher uses lengthening speech and minor pause before the key word ‘clone’, a signal to invite students to speak at the same time as the teacher. Students orient to the teacher’s prosody and in line 11 produce the key word ‘clone’ together

with the teacher as can be seen from the overlapping speech in lines 10 and 11. The lengthening of sound and minor pause function as an invitation for students to co-produce the key information has been discussed before (please refer to extracts 5.7, 7.19, 7.26 and 7.32). Quiet speech is used by the students on the word ‘clone’ in line 11 to signal that they have trouble with the new word. Inter-turn silence from the students after the teacher’s question ‘So what is a clone ↓(.)’ further signals that students are having difficulty in answering the teacher. The teacher thus provides a middle ground for the students to discuss in pairs before answering his question in line 18. Students willingly take the chance to have a pair discussion, which further shows that group discussion can function as a way to make the academic task structure easier.

#### Extract 6.20

1	Teacher	Ok↑(.) now↓(.) um(.)
2		>Now< let’s come to (.) pre-reading °yeh° pre-reading (.) um (.)
3		Before we read pre-reading (.) >ok now< um (.)
4		first read the questions given↓ ok↑ read the questions given↑
5	Students	((Reading the given questions on the text book for 26 seconds))
6	Teacher	Ok (.) Finish reading ↑
7		>How many questions are given <↓
8	Students	°four°
9	Teacher	Four↑
10		Ok > the first one is< (.) What is:::(.) [clone↓
11	Students	[°clone°
12	Teacher	>So can you give< a definition of clone↓
13		°yeh° what is a clone ↓ (.) in your own words (.) Okay↑
14		<in your <u>own words</u> > (.) What is a clone↓ (.)
15		Just according to what we discussed just now (.)°yeh°
16		So what is a clone ↓(.)
17	Students	((Silent))
18	Teacher	Do you need to (.)discuss in pairs↑(.) with your partner↑
19	Students	°yes°
20	Teacher	yes↑ ok↑

21	Students	((group discussion))
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## 6.9 Chapter conclusion

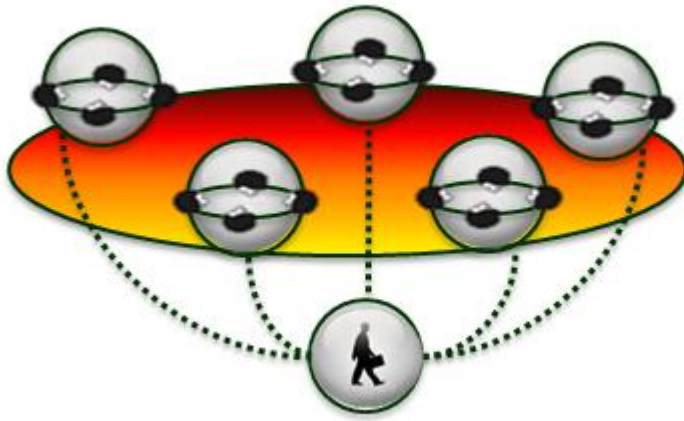
Data analysis in this chapter show that group discussion provides the teacher with the opportunity to adopt various discursive positions, as can be seen in Figure 23. The teacher during the group discussion takes on multiple roles, such as a comprehension checker, a scaffolding provider, an orchestrator of participation structure, a plate spinner for group discussion, an orchestrator of the turn-taking for group presentation. Data analysis also supports that group discussion can create a pedagogical space for teachers to manage the order of later group presentation, encouraging students' participation in classroom talk. It also allows the teacher to check students' comprehension on the academic task and provides scaffolding to individual students with questions. It also gives the teacher a chance to have an in-depth conversation with student groups compared with the activity of the teacher's whole class instruction or group presentation. Therefore the teacher can provide students with support which is 'tailored' to their specific needs. In order to realise the pedagogical potential of the group discussion structure, the teacher needs to demonstrate in the prosody of his speech that his intervention is 'contingent', e.g. he is listening to what the students are saying, and attunes his speech to the dynamics of the interaction, such as sustaining the playful environment of classroom talk.

Figure 23: Teacher's roles during group discussion



Data analysis also shows that during group discussion, students can take the opportunity to negotiate their participation roles (e.g. group leader, evaluator, discussant, etc.). It allows a multiple level participation ground for students to participate in classroom discussions, as can be seen from Figure 24 below. The teacher by interacting with students in different groups can encourage individual students' participation and also bridge discussion between multiple student groups. Individual students can express their difficulty and seek peer scaffolding and teacher scaffolding. It also helps to make the academic task structure easier for students by encouraging collaboration, giving students freedom to initiate playful talk. Students during group discussions have more flexibility in speech and are more likely to develop the pragmatic skills needed to use the language for successful spoken communication in the very varied social settings they may encounter outside the classroom.

Figure 24: The social participation structure of a group discussion activity



## **Chapter Seven: Prosodic analysis of student group presentations**

### **7.1 Chapter introduction**

The aim of the chapter is to investigate teacher and students' collaborative use of prosody in this special classroom discourse. Data selected for analysis in this current chapter are all from presentational discourse. Compared to activities at the beginning of the recorded lessons, the student presentation session is more student-centred and improvisational. The teacher during this activity often adopts a facilitator role, only managing the order of group presentation and providing immediate scaffolding to students when necessary. Student presentation activity has been adopted by many classroom teachers to test student understanding on a given topic. However, not much research has focused on the pedagogical value of the classroom interaction during presentational discourse. This chapter provides a micro level analysis to study the pedagogical value of the classroom interaction during group presentations.

Section 7.1 provides a brief introduction of the chapter, including the aim of the chapter, a description of selected data and an overview of the chapter organisation. Sections 7.2 and 7.3 show the prosodic analysis of classroom interaction in group presentations. Section 7.2 of the chapter focuses on a role-play activity where students take on pretend characters and present their views through a co-constructed theatrical performance. Section 7.3 focuses on a joint-joke telling activity where students present their views through co-constructing a joke in front of the class. Sections 7.4 and 7.5 show the prosodic analysis of classroom interaction in pair presentations. Section 7.4 shows two students co-present their views on cloning in front of the class. Section 7.5 shows two students present their group discussion result through a co-constructed pretend conversation between themselves. Section 7.6 shows the prosodic analysis of an individual student presentation. Section 7.7 shows analysis of IRE sequences with the teacher's nomination. Sections 7.8 and 7.9 show an analysis of the 'learning by teaching' activity where a student takes on a teacher's role and interacts with another student group. Section 7.10 provides a brief summary of the chapter.



## **7.2 Role-play activities**

As shown in extract 7.1 below, students in this group have already negotiated to perform a role-play together in front of the class. The plot design and character distribution of the play have also been negotiated by all the group members during the group discussion prior to the role-play. Because the data was collected during the first period of data collection, the talk among students during the group discussion prior to this role-play is unfortunately not captured.

Extract 7.1 below is selected from a group presentation. Students have been given time to discuss in groups about their views on cloning technology before they present their discussion results to the whole class. The interaction is different from the common form where one student stands up to represent their group members and deliver a presentation on their discussion result to the rest of the students in the class. In Extract 7.1 below, four students Dan Dan, Daisy, JoJo and SiSi are collaboratively constructing a role-play sequence to perform in front of the whole class and present their views on cloning technology. The data is selected from the first period of data collection, where classroom seating arrangement is traditionally facing the blackboard. The co-constructed role-play resembles an act of ‘Theatrical Performance’ (Tobin et al., 2013), where students temporarily take on a pretend ‘character’ or identity. Students in this sub-community are the core participation group with the teacher being a facilitator. The aim of the role-play sequence is not only to answer the teacher’s pre-set open question (What’s your view about cloning?) but also for sharing their views with the rest of the class. Students in this theatrical role-play take on different participant roles, such as a narrator, a performer, an onstage orchestrator, and a recapitulator etc. The teacher also shifts between different roles, from an orchestrator of academic task to a facilitator, and to an evaluator of the role-play.

Extract 7.1 Role-play activity of group presentation

Turn	Speaker	Transcription	Prosodic Analysis	Communicative Functions	Participation Roles	Participation Structure
1	Teacher	Ok↑ time's up (.)	FI, in word 'OK', 'Now'	Elliptic signal, Signal a new sequence /topic	Orchestrator of the academic task structure	TIM
2		I am sorry I have to <u>stop</u> you (.) Umhum↑(.)				
3		Group two↓ right↑ yeh (.) group two↑ yeh ↑	RI for the group number	Invite students to participate	Orchestrator of the turns for group presentation	
4		please↓ ((hand gesture inviting group two )) Hurry up↓	Non-verbal	Signal the shift of speech right		
5	Daisy	First they are:: our clones↓ ((pointing at Sisi and JoJo))	Non-verbal, LU	Introduce roles to the audience	Narrator	
6	Teacher	<u>Umhum</u> ↑	RI	Acknowledgement token		
7	JoJo	[Um(.)]	OU			
8	Teacher	[You two(.)] are:: their <u>clones</u> ↓	OU, LU, AE, FI	Clarification, draws attention from the class members	Facilitator	
9	Sisi & JoJo	yes				
10	Teacher	Ok↑ Listen to them please↓	RI, in word 'OK' 'Right'	Elliptic signal, Signal a new	Whole class instructor	TI

				sequence /topic. Draws attention from the class members		
11	Dan Dan	She is mine ((pointing at Sisi))	Non-verbal	Introduce roles to the audience	Narrator	
12		a::nd She is <u>hers</u> ((pointing at JoJo and then Daisy))	LU, Non-verbal	Sustain a turn, I ntroduce roles to the audience		
13	Daisy	Yes, She is mine clones ((pointing at JoJo)) and She is hers ↓ ((pointing at Sisi and then Dan Dan))	Non-verbal	Confirm role allocation	Narrator	
14	Dan Dan	((facing the teacher))	Non-verbal	Introduce plot to the audience	Narrator	
15		And we <want them> to do something we <u>don't</u> want to do ↓=				
16	Teacher	=Umhum↑	RI	Acknowledgeme nt token		
17	Dan Dan	((facing Sisi))	Non-verbal			SIB
18		Um (.) >go- um(.)< do my homework↓	FS, ACOS, FI	Self-repair	Performer/ma ster clone	
19	Sisi	Why↓	FI		Performer/clo ne	
20	Dan Dan	Because I-I (.) clone you (.) um(.) you are my sub-si- tude↓	P, ACOS, in word repetition	Sustain a turn	Performer/ma ster clone	
21		and >want-< (.) I want you to do something I don't want to do (.)	FS, ACOS, FI	Self-repair		
22		So (.) you (.) must(.) um(.) listen to me↓	P	Sustatin a turn		
23	Sisi	It's <u>unfair</u> ↓ I want to watch TV↓	FI		Performer/clo	

					ne	
24	Students	hahaha	Laughter	Signal engagement	Audience	
25	Dan Dan	Um(.) I'm the >host- < I am the hostess↓ (hostess)	FS, ACOS, FI	Self-repair	Performer/master clone	
26		So (.) you-you must er (.) keep my mind↓	P, in word repetition	Sustatin a turn		
27	Sisi	Okay↑			Performer/clone	
28	Dan Dan	((facing to Daisy))	Non-verbal	Signal shift of addressivity		
29		°Hao chu° ((Mandarin: advantage ))	QS	Code swtiching signals alginment	On stage Orchestrator	SI
30	Daisy	((facing JoJo))				
31		Hey↓>I- <my mother ask me to do some chores (.)	FS, ACOS, FI	Self-repair	Performer/master clone	SIB
32		um (.) you <u>must</u> help me↓				
33	JoJo	Um(.) Ok↓			Performer/clone	
34		Bu::t if I he::lp you (.) you <u>don't</u> have the <u>exprise</u> (experience) a::nd	P, in word repetition, LU	Sustatin a turn		
35		if I (.) am <u>get away</u> (.) um (.)				
36		you-you can't do the:: <u>things</u> without my help↓	P, in word repetition, LU	Sustatin a turn		
37		um(.) you should do it yourself↓				
38		Because I have my <u>own</u> right↓				
39		I want to do my s-s-um(.) I want do (things for) myself↓	FS, ACOS,	Self-repair		

40		I want do <u>something</u> I <u>want</u> ↓ hhh(.)	Laughter	Laughter invitation		
41	Daisy	But (.) um (.) <u>why</u> ↓ I <u>clone</u> you ↓	FI		Performer/master clone	
42		What-what-um(.)what I clone you for ↓	P, ACOS, in word repetition,	Sustain a turn		
43	JoJo	[um(.)]	OU		Performer/clone	
44	Daisy	[you must] do something for <u>me</u> ↓	OU		Performer/master clone	
45	JoJo	Why↓	FI		Performer/clone	
46		When I >brou-< bring up (grow up) (.) I have my own right↓	FS, ACOS,	Self-repair		
47		I am a:.(.) <u>who::le</u> (independent) person↓				
48		I >want do< <u>something</u> (.) I want				
49	JoJo	((Facing Dan Dan))	Non-verbal	Signal shift of addressivity		
50		°Zong jie yi xia° ((Mandarin: sum this up))	QS	Code swtiching signals alginment	On stage Orchestrator	SI
51	Dan Dan	((facing to the teacher))	Non-verbal	Signal shift of addressivity		SIB/T
52		>so what< we want to say (.) is the >dis-<um (.) the advantages >um (.) < is (.)	FS, ACOS,	Self-repair	Recapitulator	
53		we can use them (.) use them (.)	P, in word repetition,	Sustain a turn		
54		because they don't (.) um(.) like human↓				

55	Teacher	umhum↑	RI	Acknowledgement token		
56	Dan Dan	> we-we < use them to do (.) um (.) do (.) um (.) do something	P. ACOS, FS, in word repetition,	Sustain a turn		
57		But at the same time (.) we put some pressure on us(.)				
58	Teacher	[umhum↑]	OU, RI	Acknowledgement token		
59	Dan Dan	[because (.)] >if they do some <illegal things (.) um(.)	OU, FS, P			
60		the -the govement-ment the Govenment <u>don't</u> know who <u>do</u> it	P, in word repetition,	Sustain a turn		
61	Teacher	[umhum↑]	OU, RI	Acknowledgement token		
62	Dan Dan	[your] <u>substitute</u> (.) or <u>yourself</u> ↓	OU			
63		so (.) its very compli::cated				
64	Teacher	Yes ↓ So problems arise	FI, short remarks, yes, ok	Provide short evaluation	Evaulator	
65	Dan Dan	Yes↓ thank you		Signal a closs-off a sequence		
66	Teacher	Um(.) haha (.)Thank you	Laughter	Signal a close-off of the sequence	Evaulator	
67		Very good↓ very good↓ °yes° Ok↑ Any other ↑				

Extract 7.2 below is at the beginning of a role play. It is a teacher-initiated multi-lateral sequence, with Dan Dan, JoJo, SiSi and Daisy participating. Daisy and Dan Dan take the participant roles as narrators, introducing to the audience the characters and plot of the role-play. Daisy in line 5 uses hand gestures, pointing at JoJo and SiSi, introducing their characters as ‘cloned people’ to the rest of the class. Lengthening utterances are found in Daisy’s utterance ‘First they are:: our clones↓’, signalling that the phrase ‘our clones’ is the key information. In line 8, the teacher uses prosodic matching to uptake Daisy’s narration of the characters to the whole class level. Prosodic features, such as prosodic chopping, slow speech rate and emphasis of the key word ‘clone’ are also found in the teacher’s utterance, which show that the teacher’s addressivity at this point is to the whole class. In line 11, Dan Dan takes the speech right and narrates for the play, introducing the division of the characters among the performers. Hand gesture (pointing) is found to accompany Dan Dan’s narration. Daisy in line 12 gives confirmation by repeating Dan Dan’s introduction of the characters. Dan Dan then proceeds to narrate the plot for the audience in line 15, ‘And we <want them> to do something we don’t want to do ↓=’. The teacher’s acknowledgement tokens are found throughout the sequence (lines 6 and 16).

Extract 7.2

Turn	Speaker	Transcription
1	Teacher	Ok↑ time’s up (.)
2		I am sorry I have to stop you (.) Umhum↑(.)
3		Group two↓ right↑ yeh (.) group two↑ yeh ↑
4		Please↓ ((hand gesture inviting group two )) Hurry up↓
5	Daisy	First they are:: our clones↓ ((pointing at Sisi and JoJo))
6	Teacher	Umhum ↑
7	JoJo	[Um(.)]
8	Teacher	[You two(.)] are:: their clones↓
9	Sisi &JoJo	yes
10	Teacher	Ok↑ Listen to them please↓

11	Dan Dan	She is mine ((pointing at Sisi))
12		and She is hers ((pointing at JoJo and then Daisy))
13	Daisy	Yes, She is mine clones ((pointing at JoJo)) and She is hers ↓ ((pointing at Sisi and then Dan Dan))
14	Dan Dan	((facing the teacher))
15		And we <want them> to do something we don't want to do ↓= =Umhum↑
16	Teacher	

At the beginning of the sequence, the teacher takes on a position as the orchestrator of the academic task structure. Teacher's utterance, 'OK↑', in line 1 with a rising intonation, functions as a marker which signals a new sequence, topic, or task structure, an elliptic signal according to Erickson, (1982). Here, the teacher draws attention from the whole class, and at the same time, signals to students that the time for group discussion is finished and a group presentation activity has began. Further evidence can be found in the teacher's verbal content in line 2 and line 3. When the students DanDan, and JoJo start describing the characters and the plot for the role-play, the teacher starts taking a facilitator role. Instead of providing evaluation, he gives the floor to the students, providing an acknowledgement token from time to time (line 6 and line 16). In between, the teacher assumes his position as an orchestrator of the social participation structure, directing the attention of the whole class to four students, signaling that the presenting group are the core participation group. In line 8, the teacher uptakes Daisy's narration of the characters (in line 5) through revoicing Daisy's utterance with similar prosodic information, as can be seen from extract 7.3 below.

#### Extract 7.3 Teacher's prosodic revoicing of Daisy's utterance

5	Daisy	First they are:: our clones↓ ((pointing at Sisi and JoJo))
8	Teacher	[You two(.)] are:: their <u>clones</u> ↓
10	Teacher	Ok↑ Listen to them please↓

By adding pauses strategically to the revoicing, the teacher signals his addressivity to the whole class, which is further evidenced by his immediate following instruction



for the whole class in line 10, ‘Ok↑ Listen to them please↓’. The word, ‘Ok↑’, again signals the teacher’s initiation of a new sequence with the whole class. Therefore, prosodic features such as prosodic matching, prosodic chopping and elliptic signal ‘OK↑’ with a rising intonation in the teacher’s utterance function as a pedagogical tool to organise the social participation structure, a core participation group to practice spoken English through a role-play activity and share the knowledge with several peripheral participants who are instructed to listen and observe the role-play.

Extract 7.4 below is an example of students changing their participant roles by displaying different prosodic features. From line 17 to line 27 is a role-play performance between Dan Dan and Sisi, with Dan Dan being a master clone and Sisi as a clone.

Extract 7.4

17	Dan Dan	((facing Sisi))
18		Um (.) >go- um(.)< do my homework↓
19	Sisi	Why↓
20	Dan Dan	Because I-I (.) clone you (.) um(.) you are my sub-si-tude↓
21		and >want-< (.) I want you to do something I don’t want to do (.)
22		So (.) you (.) must(.) um(.) listen to me↓
23	Sisi	It’s <u>unfair</u> ↓ I want to watch TV↓
24	Students	hahaha
25	Dan Dan	Um(.) I’m the >host- < I am the hostress↓ (hostess)
26		So (.) you-you must er (.) keep my mind↓
27	Sisi	Okay↑

Dan Dan’s participant role changes from a narrator in extract 7.2 to a performer of the role-play, a master clone who wants her clone to do something that she doesn’t want to do (line 15 in extract 7.2). Dan Dan’s speech genre changes from a narrative one to an authoritative/commanding one, which is evidenced by the changes in Dan Dan’s prosodic features. In extract 7.2 where Dan Dan acts as a narrator, she uses lengthening utterance (line 12 in extract 7.2) and slow speech rate (line 15 in extract

7.2) accompanied by gesture and gaze to narrate for the role-play. However, in extract 7.4 where Dan Dan acts as a master clone, Dan Dan uses fast speech rate and falling intonation at the end of her sentences to add authoritativeness to her utterances (e.g. lines 18, 20, 22 in extract 7.4). Self-repairs take place a lot in Dan Dan's utterance accompanied by fast speech rate and abrupt speech sounds (e.g. '>go- er (.)< do my homework↓' in line 18, '>want-< (.) I want you to do something' in line 21, and 'um (.) I'm the > host- < I am the hostress↓' in line 25). Self-repairs accompanied by fast speech rate and abrupt speech sounds occur frequently in student presentational speech, where students' speech resembles a final draft speech (Barnes, 1992).

Sisi, on the contrary, acts as a clone of Dan Dan and adopts a complaint speech genre. Her utterances are characterized by short remarks with falling tone (e.g. 'Why' in line 19 and 'it's unfair ↓ I want to watch TV↓' in line 23). The contrast between Dan Dan's authoritative genre and Sisi's complaint genre adds humour to the role-play. Collective laughter from the rest of the class is found in line 24 which shows that students are engaged with the role-play. The teacher here instead of correcting linguistic errors, takes an audience role, watching the performance with the rest of the class.

After performing a role-play with Sisi to show the disadvantages of cloning (argument between master clone and clone), Dan Dan instructs her group members to perform a role-play to show the advantages of cloning, as can be seen from extract 7.5 below. Dan Dan's participant role changes again from a performer (master clone) to an onstage orchestrator of the role-play through adopting different prosodic features.

Extract 7.5 Dan Dan's orchestration of the flow of role-play

28	Dan Dan	((facing to Daisy))
29		°Hao chu° ((Mandarin: advantage ))

Gaze direction in line 28 where Dan Dan turns to another member, Daisy, draws a closure of the role-play between Dan Dan and Sisi (extract 7.4). Quiet speech and

code-switching to Mandarin show that Dan Dan's addressivity is to her aligned group members, not to the teacher or students in other groups. This also shows that prosodic feature (e.g. quiet speech) and non-verbal feature (e.g. gaze direction) can be used as a tool for students to signal alignment in their classroom participation. Moreover, Dan Dan's onstage orchestrating shows that the role-play sequence is not scripted from group discussion but has room for improvisation.

Extract 7.6 below is another student initiated bilateral interaction within the group presentation, a role-play performance between Daisy and JoJo, another pair of clone master and clone in the group performance. Daisy also changes her role from a narrator (extract 7.2) to a performer. Similar to Dan Dan in the role-play between Dan Dan and Sisi (extract 7.4), Daisy also adopts an authoritative speech genre, characterized by falling intonation at the end of her sentences (in lines 31, 41, 42, 44). Self-repairs accompanied by fast speech rate and abrupt speech sound also takes place a lot in Daisy's utterance ('hey↓>I- <my mother ask me to do some chores (.)' in line 31). Also abrupt speech sound in word repetition ('wha-wha-um(.) what I clone you for ↓' in turn 21), signals Daisy's intention to sustain the speech right.

Extract 7.6

30	Daisy	((facing JoJo))
31		Hey↓>I- <my mother ask me to do some chores (.)
32		um (.) you <u>must</u> help me↓
33	JoJo	Um(.) Ok↓
34		Bu::t if I he::lp you (.) you <u>don't</u> have the <u>exprise</u> (experience) a::nd
35		if I (.) am <u>get away</u> (.) um (.)
36		you-you can't do the:: <u>things</u> without my help↓
37		um(.) you should do it yourself↓
38		Because I have my <u>own</u> right↓
39		I want to do my s-s-um(.) I want do (things for) myself↓
40		I want do <u>something</u> I <u>want</u> ↓ hhh(.)
41	Daisy	But (.) um (.) <u>why</u> ↓ I <u>clone</u> you ↓
42		What-what-um(.)what I clone you for ↓

43	JoJo	[um(.)]
44	Daisy	[you must] do something for <u>me</u> ↓
45	JoJo	Why↓
46		When I >brou-< bring up (grow up) (.) I have my own right↓
47		I am a:.(.) <u>who::le</u> (independent) person↓
48		I >want do< <u>something</u> (.) I want

JoJo performs as a clone of Daisy's. However, different from Sisi who also plays a clone character and adopts a complaint speech genre (extract 7.4), JoJo uses a persuasive speech genre, agreeing with her master first, then explaining the importance for her master to do things independently (lines 34-37). She then explains that as a clone, she has her own right (lines 38-40). There are many errors in JoJo's speech. However, the teacher chooses not to provide immediate correction but instead he remains as a member of the audience during the role-play.

Self-repair also takes place a lot in JoJo's utterances, with abrupt cut-off speech sound and fast speech rate, e.g. 's-s-er(.) I want do (things for) myself↓' in line 39, 'I >want do-< something(.)' in line 40, which further evidences the sequence's presentational nature. Moreover, JoJo stresses on the key words and phrases in lines 34, 35, 36, 38 and 40, to add emphasis to her argument. Overlapping speech takes place in lines 43 and 44 between Daisy and JoJo, which shows the improvisational nature of the performance.

After the role-play with Daisy, JoJo turns to face Dan Dan which signals the end of the role-play between her and Daisy, as can be seen in line 49 of extract 7.7 below. In lines 49 and 50, JoJo changes her participant role from a performer as a clone of Daisy (extract 7.6) to an onstage orchestrator. Again, quiet speech here signals the addressivity of JoJo to her aligned group member Dan Dan as opposed to the audience of the role-play, incl. the teacher and students from other groups.

#### Extract 7.7

49	JoJo	((Facing Dan Dan))
50		°Zong jie yi xia° ((Mandarin: sum this up))

JoJo and Dan Dan display similar prosodic features (quiet speech to accompany code-switching, with a shift of gaze direction) in their utterances when taking the role as an onstage orchestrator. A comparison can be seen from extract 7.5 and extract 7.7.

Similar to Dan Dan (line 28 and 29 of extract 7.5), JoJo also uses a code-switching to Mandarin with quiet speech to instruct her group members to give a summary to the role-play. This is a further evidence of the improvisational nature of the role-play. Quiet speech here shows the addressivity of her utterances to her group members as opposed to the rest of the class, which further evidences her alignment with the group members. The similarity between Dan Dan's and JoJo's prosodic features in taking the same participant role evidences that students are mutually oriented to each other's prosody in conversations. Furthermore, it shows that quiet speech can be used as a tool to signal alignment during group activities.

Following JoJo's instruction to summarize for the role-play, Dan Dan gives a recapitulation of the two role-plays the group had performed. Extract 7.8 below is an interaction between Dan Dan and the teacher during Dan Dan's recapitulation of the role-play.

Extract 7.8

51	Dan Dan	((facing to the teacher))
52		>so what< we want to say (.) is the >dis-<um (.) the advantages >um (.) < is (.)
53		we can use them (.) use them (.)
54		because they don't (.) um(.) like human↓
55	Teacher	umhum↑
56	Dan Dan	> we-we < use them to do (.) um (.) do (.) um (.) do something
57		But at the same time (.) we put some pressure on us(.)
58	Teacher	[umhum↑]
59	Dan Dan	[because (.)] >if they do some < <u>illegal things</u> (.) um(.)
60		the -the govoment-ment the Govenment <u>don't</u> know who <u>do</u> it

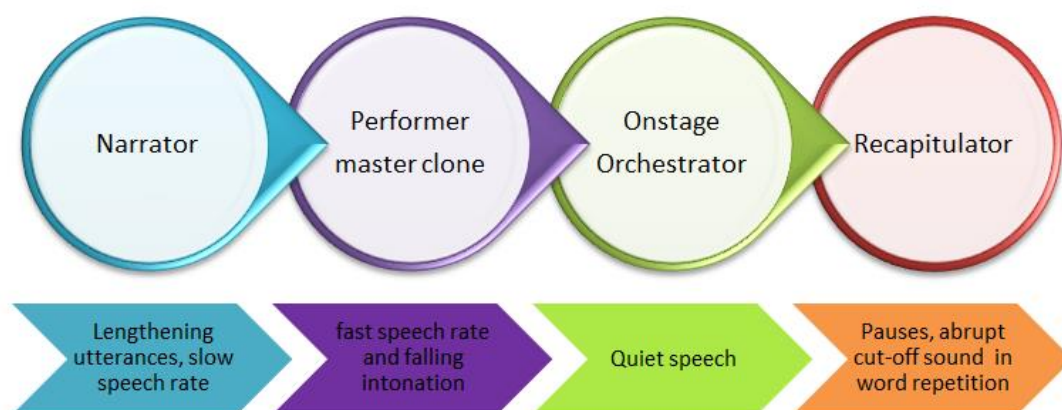
61	Teacher	[umhum↑]
62	Dan Dan	[your] <u>substitute</u> (.) or <u>yourself</u> ↓
63		so (.) its very compli::cated
64	Teacher	Yes ↓ So problems arise
65	Dan Dan	Yes↓ thank you
66	Teacher	Um(.) haha (.)Thank you
67		Very good↓ very good↓ °yes° Ok↑ Any other ↑

Dan Dan changes her gaze direction and turns to face the teacher, which marks the end of the theatrical role-play for the whole class and signals her addressivity shift from Sisi in the role-play sequence to the teacher in the recapitulation sequence. Her role changes again from a theatrical performer to a recapitulator. Compared to her previous commanding speech genre, Dan Dan uses less falling intonations in giving a recap for the role-play. Again self-repair takes place frequently in Dan Dan's utterances, which show the presentational nature of her utterances. Word Repetition accompanied by pauses also takes place in Dan Dan's utterances ( 'we can use them (.) use them (.) because they don't (.) um(.) like human ↓ =' in line 52, and 'use them to do (.) um (.) do (.) um (.) do something' in line 56, and 'the -the govemement-ment the Government don't know who do it =' in line 60). Repetitive speech sound is used here as a tool to sustain Dan Dan's speech right.

The teacher during the role-play activity takes an offstage facilitator role. He shows his engagement of the role-play by giving acknowledgement tokens (line 55, 58, and 61), and during the recap, he shows a brief positive evaluation with close-off laughter at the end (e.g. line 66). Instead of trying to correct English language errors and enforce the 'English only' rule strictly during the students' code-switching moments, the teacher steps back and gives the floor for Dan Dan, Daisy, JoJo and Sisi to practice different speech genres and negotiate different participant roles. It shows that the pedagogical aim of providing a 'safe house' for practising discourse/interaction skills takes priority in this part of the lesson over accuracy of content.

The analysis of the role-play sequence shows that students are mutually oriented to each other's prosodic features. It also illustrates how students through displaying different prosodic features signal the changes of their participant roles in classroom interaction. As can be seen from Figure 25 below, Dan Dan displays different prosodic features while taking on different participation roles during the presentational role-play activity. The shift of her participation role is marked by her prosodic information. When taking a narrator's role, she uses lengthening utterances at slow speech rate to narrate for the whole class the role-play plot and characters. When taking a performer's role (master clone), she uses fast speech rate and a falling intonation in her utterances to construct her commanding and authoritative speech genre, demanding her clone to do homework for her. When taking an onstage orchestrator's role, she uses quiet speech in code-switching to signal her addressivity and alignment to her group members. When taking a recapitulator's role, she uses pauses, abrupt cut-off sounds in word repetition to postpone a TRP and signal a willingness to continue presenting.

Figure 25: The shift of Dan Dan's participation roles



The teacher and students from other groups also orient to Dan Dan's change of prosodic information, and are engaged in their role play, which is evidenced by joint laughter in line 24 of extract 7.4.

The prosodic analysis of the group presentation also points out the pedagogical importance of role-play activity in the language classroom. The conversational role-play is unique to classroom settings. It is presentational and improvisational by nature, in which students collaboratively construct knowledge and share the knowledge with the rest of the students in a classroom Community of Practice. Role-play activity provides students with an opportunity to create scenarios and characters based on their daily experience or imagination outside the classroom. It also offers an interactional ground for students of the core participation group to negotiate participant roles and practice various speech genres (e.g. commanding, complaining, and persuasive speech genre, etc.) through taking on various identities. The activity also gives students the chance to practise shifting addressivity in speech activities (e.g. performing to each other in front of the class, vs. summing up to the teacher/class). It gives students the opportunity to rehearse for what goes on in 'real' group talk, where participants shift between different 'footings' (Goffman, 1981). Because of the presentational nature of the role-play activity, the knowledge (e.g. views on cloning, speech genres, ways of forming alignment, etc.) generated during the collaborative interaction among Dan Dan, Sisi, Daisy and JoJo are also shared with the rest of the students in the class.

### **7.3 Joke-telling activities**

Similar to extract 7.1, extract 7.9 below is also selected from a group presentation on students' views of cloning. However, different from the role-play in section 7.2, the three students Juan, Linda, and Jack are collaboratively constructing a joint joke-telling activity to show the rest of the students their views. The episode is selected after students' group discussions on the topic of 'disadvantages of cloning'. During the group presentation, one student from each group takes turns to present their group discussion result to the rest of the students. A student from group one has just finished presenting. Juan with her group members Linda and Jack (group three) 'jump the queue' to volunteer to be the next. The teacher gives the core participation ground to group three, in which three students pretend to have a question-answer based conversation. The teacher at the beginning of the interaction takes on an orchestrator's role, directing the turns for group presentation. Then he takes an offstage role, watching the joke-telling activity as a member of the audience with the rest of the class members. In between, he takes part in the construction of a punch



line of the joke, which is ignored by the core participation group members. He then resumes his role as an audience until the end of the joke-telling activity, where he takes on an evaluator's role, giving a positive evaluation.

Transcription 7.9 on joint joke telling activity

Turn	Speaker	Transcription	Prosodic Analysis	Communicative Functions	Participation Roles	Participation Structure
1	Teacher	Um (.) Okay (.) Group- ((hand gesture inviting group two to contribute	Non-verbal		Orchestrator of Turn-taking of group presentation	
2	Juan	Um (.) Um ((raises her hand while clearing her throat))	P Non-verbal	Signal willingness to participate		
3	Teacher	Oh yeh↓= ((One hand inviting group two, one hand inviting group three))	FI			
4	Juan	=Three (hand gesture to draw a circle overhead)	Non-verbal	Signal all three students are joining the talk		
5	Teacher	Oh↑ please↓	RI, FI	Signal supervise and acceptance		
6	Linda	ah↓ but I'm thinking (.)			Joke telling initiator	SIM
7		What (.) > wha- wha- wha- < what	P, FS, ACOS in word repetition	Signal trouble		
8		can the > per (.)- < person who is (.) um (.)	FS, ACOS	Self-repair		
9	Juan	=[°cloned°]	OU QS	Other-repair Signal alignment	Scaffolding provider	
10	Jack	=[°cloned°]	OU QS	Other-repair Signal alignment	Scaffolding provider	

11	Linda	> who is < <u>clo::ned</u> (.) call th::e (.) =	LU with pauses	Signal TRP for peer scaffolding		
12	Juan	=°scientist°	QS	Signal alignment	Scaffolding provider	
13	Linda	call the <u>s</u> -scientist	ACOS	Self-repair		
14	Juan	Ha-ha-ha-ha ↓	Laughter			
15	Jack	call (.) call him <u>f</u> ather↑	Pauses in word repetition	Turn-initiation	Question initiator-punch line	SIB
16	Juan	No ha=	Laughter	Laughter invitation	Respondent	
17	Linda	=[ha ha ha]	OU-Laughter	Signal engagement		
18	Students	=[ha-ha-ha-ha]	OU-laughter	Signal engagement	Audience	
19	Jack	call him <u>m</u> other↑	RI	Signal TRP	Question initiator-punch line	SIB
20	Juan	No either↓ =			Respondent	
21	Students	=Ha-ha-ha-ha	laughter	Signal engagement	Audience	
22	Jack	call him AUNT↑ =	RI	Signal TRP	Question initiator - punch line	SIB
23	Students	=ha-ha-ha-ha	laughter	Signal engagement	Audience	
24	Juan	> °it's erm (.)°<	FS, P	Self-repair	Respondent	
25		absolutely not - > erm (.) < wrong↓	FS, P	Self-repair		
26	Jack	An::d there [ar::e (.)]	OU		Recapitulator	SI

27	Teacher	[call himself↓]	OU		Respondent	
28	Jack	other (.) other (.) erm (.) big problem (.) like (.)	Pauses in word repetition	Turn sustaining	Recapitulator	
29		whether the people (.) who is cloned (.)				
30		have the (.) > have the < personality (.)	FS, P	Self-repair		
31		or he is admitted by the law↓				
32		for (.) for example (.) when we:: when we have	Pauses in word repetition	Turn sustaining		
33		a question (underlying) the person (.) we use				
34		<u>what</u> (.) <u>who</u> it is a big que-(.) > erm (.) < big problem↓	FS, P	Self-repair		
35	Teacher	Ha-ha-ha henhao (Mandarin: very good) ok	Laughter	Evaluation/close-off of the interaction	Evaluator	

Extract 7.10 below is a short interaction between the teacher and Juan. However, it is an important interaction because Juan and her group members are willing to take the risk of performing a joint presentation of their views which breaks the group presentation order set by the teacher. From the extract below, we can see that in line one, the teacher is using hand gestures to invite group two to share their views with the rest of the students. Juan from group three raises her hand and ‘jumps the queue’ to be next. The teacher hesitates for a few seconds when he retains one hand gesture inviting group two while the other hand is showing the acceptance of Juan who breaks his plan of inviting group two. However, instead of enforcing the pre-set group presentation order, the teacher chooses to go with the flow and gives the speech right to group three.

Extract 7.10

1	Teacher	Um(.) Okay(.) Group- ((hand gesture inviting group two to contribute
2	Juan	Um (.) Um ((raises her hand while clearing her throat))
3	Teacher	Oh yeh↓= ((One hand inviting group two, one hand inviting group three))
4	Juan	=Three (hand gesture to draw a circle overhead)
5	Teacher	Oh↑ please↓

After gaining the speech right for the group presentation, the three students start co-constructing a joke in front of the class. In line 6 from extract 7.11 below, Linda initiates a multilateral interaction with Juan and Jack, by asking a question, ‘what does the cloned person call the scientist?’ In line 7, Linda displays abrupt cut-off sound, pauses and fast speech rate in her word repetition, ‘What (.) > wha- wha- wha- < what’ signals that she is experiencing difficulty in her speech and at the same time trying to sustain the speech right. Pauses at the end of line 8 signal a Transition Relevant Place, Juan and Jack both orient to Linda’s prosody and provide immediate scaffolding at the same time. Overlapping speech between Juan and Jack shows that conversation participants orient to each other not only through lexical but also prosodic information. Quiet speech in Juan’s and Jack’s utterances also signals that the answer is provided to the aligned members of their group, as opposed to students

in other groups or the teacher. In line 11, Linda uses lengthening speech together with pauses to signal difficulty and a Transition Relevance Place. Juan again in line 12 provides the immediate scaffolding, the word ‘°scientist°’. Quiet speech here also signals the alignment between Juan and Linda. In line 13, Linda’s self-repair on the word scientist further shows that her prosodic features in line 11 function as a signal for expressing difficulty. In line 14, Juan initiates a laughter invitation before Jack has placed the humorous punch line to answer the question ‘what can the person who is cloned call the scientist?’ The rest of the class have no idea that a joke is going to be made. As a result there is no laughter generated from the audience.

#### Extract 7.11

5	Teacher	Oh↑ please↓
6	Linda	ah↓ but I’m thinking (.)
7		What (.) > wha- wha- wha- < what
8		can the > per (.)- < person who is (.) um (.)
9	Juan	=['°cloned°']
10	Jack	=['°cloned°']
11	Linda	> who is < clo::ned (.) call th::e (.) =
12	Juan	=°scientist°
13	Linda	call the s-scientist
14	Juan	Ha-ha-ha-ha ↓

Extract 7.12 is an interaction between Jack and Juan. They collaboratively form a punch line of a joke. In lines 16 and 17, Juan and Linda initiate another laughter invitation after Jack completes his first humorous punch line in line 15. Other students thus respond to the invitation and join the laughter with Juan and Linda. In lines 19 and 20, Juan and Jack complete another punch line, leaving space for predicted laughter from the audience which is evidenced by line 21, a joint laughter from other students. Jack in line 22 continues to give another punch line of the joke and leaves the space for more predicted laughter from the class in line 23.

This short extract has illustrated the forming of laughter invitation and acceptance. It shows that laughter can function as an effective tool for the participants in managing the mode of classroom interaction. The laughter invitation to the audience and the

strategically placed space for joint laughter after the punch line helps the three students to interact with the rest of the class. It shows that the conversation is not merely between three students but a presentational conversation for the whole class. Laughter from the audience (in lines 18, 21, 23) evidences their engagement with the three students.

#### Extract 7.12

15	Jack	call (.) call him <u>father</u> ↑
16	Juan	No ha=
17	Linda	=[ha ha ha]
18	Students	=[ha-ha-ha-ha]
19	Jack	call him <u>mother</u> ↑
20	Juan	No either↓ =
21	Students	=Ha-ha-ha-ha
22	Jack	call him AUNT↑ =
23	Students	=ha-ha-ha-ha
24	Juan	> °it's erm (.)°<
25		absolutely not - > erm (.) < wrong↓

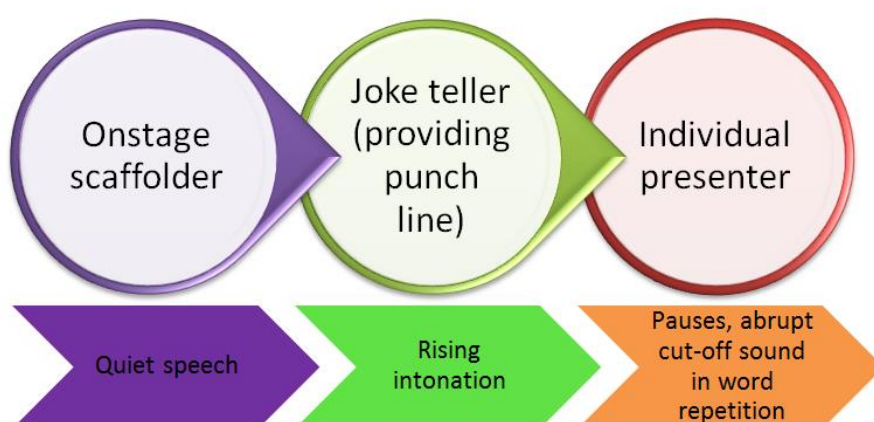
In extract 7.13 below, Jack shifts his participation role from a joint joke-teller to an individual presenter in line 26. However, the teacher shifts from audience to joke teller, joining in the joke telling in line 27. However, the teacher's contribution is not taken on board by Jack as he has already moved his participation role from a joke-teller to a recapitulator, raising an issue based on the joke. Thus in line 28, Jack uses pauses in word repetition to bridge his utterance and to sustain his speech right, which is broken by the teacher. Similar phenomena of the use of pauses in word repetition are also found in lines 30, 33, which also function as a tool to sustain his turn. Self-repair accompanied by fast speech rate and abrupt cut-off of speech sound is also found in Jack's presentational speech in line 35. Teacher's laughter at the end of the turn signals a close-off of the interaction (Jefferson et al., 1977) at the same time provides a positive evaluation to the joke-telling performance.

Extract 7.13

26	Jack	An::d there [ar::e (.)]
27	Teacher	[call himself↓]
28	Jack	other (.) other (.) erm (.) big problem (.) like (.)
29		whether the people (.) who is cloned (.)
30		have the (.) > have the < personality (.)
32		or he is admitted by the law↓
33		for (.) for example (.) when we:: when we have
34		a question (underlying) the person (.) we use
35		<u>what</u> (.) <u>who</u> it is a big que-(.) > um (.) < big problem↓
36	Teacher	Ha-ha-ha henhao (Mandarin: very good) ok

From the joint joke-telling activity, we see the difference in Jack's prosodic information when he takes on different participation roles (Figure 26 below). When he is scaffolding Linda during Linda's word search, he uses quiet speech to signal his addressivity of the word 'clone' and signal his alignment to his group. When he is constructing the punch line of the joke, he uses a rising intonation to add humorous effect. When he is individually presenting the problem arising from the joke-telling, he shows pauses, abrupt cut-off sound in word repetition as a way to bridge broken utterances and maintain his speech right.

Figure 26: The shift of Jack's participation role





The teacher also takes on different roles, from an orchestrator managing the order of group presentations, to an audience member of the joke-telling, to a joint joke-teller, then to an evaluator. Again, Juan, Jack, Linda form a core participation group, practicing communicative strategies, such as the use of punch lines to invite laughter, the dis-fluent word repetition to signal trouble, quiet speech to provide peer scaffolding and signal group alignment, etc. The knowledge generated through the interaction among the core participation group members is also shared with the rest of the students, which is evidenced by the joint laughter from students in other groups.

#### **7.4 Pair presentation I**

Extract 7.14 below is selected from a pair presentation after student group discussion about cloning technology. Betty and Eva are collaboratively presenting their views on the ‘human cloning technology’ in front of the class. The teacher in the interaction takes the microphone out and gives it to Betty to get a better recording. Although I did not expect this, I remained distant from research participants. Fortunately students in this research are very used to the recording equipment. Camcorders and microphones are often used in their classroom to get resources for CPD courses. There is also a central monitoring system which records the class on a daily basis. Form teachers often visit the monitoring room to check whether their students are behaving in the classrooms. The headmaster often visits the monitoring room to check whether the teachers are conducting the lessons properly.

Figure 27: A central monitoring system in the case study school



Interestingly, the microphone during the pair presentation is incorporated by the two students at a later interaction as a tool to negotiate their speech right after they fail to orient to each other's prosodic information.

Extract 7.14 on pair presentation

Turn	Speaker	Transcription	Prosodic Analysis	Communicativ Functions	Participation Roles	Participation Structure
1	Teacher	Ok ((handing the microphone over to Betty))	Non-verbal	Signal the shift of speech right		
2	Betty	°niqitounishuo° ((in Madarin: you start first))	QS in code-switching	Signal alignment	On-stage orchestrator for turn-taking	SIB/T
3	Eva	Just like we:: <u>discussed</u> (.) we all against			View presenter	
4		this (.) um (.) this point (.) um(.)	pauses	Signal TRP		
5	Betty	> we don't < want to::=	FS	Initiate turn	View presenter	
6	Eva	((Eva holds microphone near Betty))	Non-verbal	Signal the shift of speech right		
7	Betty	((Betty takes over the microphone))	Non-verbal	Signal the shift of speech right		
8	Betty	= Um (.) clone ourselves because > like their play < um (.)				
9		The clone one is just like the slavery (.) >s< slaver	FS, ACOS	Self-repair		
10		Um (.) like for the humans a::nd um (.)	LU, pauses	Signal TRP		
11	Eva	[Slave]	OU	Immediate scaffolding	Scaffolding provider	
12	Teacher	[Actually they are not]	OU		View presenter	

13	Betty	Yes actually they are >°not°-<↑ not↓	FS, ACOS QS			
14	Betty	and if you have a clone one (.) um (.)				
15		but the socie- > um-(.) < in our modern world the society	FS, ACOS	Self-repair		
16		position for you is only one but you need to				
17		share it with um (.) um (.)	Pauses	Singal TRP		
18	Eva	you (.) [you-]	Pauses in word repetition, OU	Turn-iniating		
19	Betty	[your clone one] and (.) you need to share	OU			
20		your friends you need to=				
21	Eva	=°gaiwoshuole° ((in Madarin: my turn now))	QS in code- switching	Signal alignment	On-stage ochestrator for turn- taking	
22	Betty	((Betty gives the microphone to Eva))	Non-verbal	Signal the shift of speech right		
23	Eva:	you may share your friends your um(.) your own			View presenter	
24		> exper- < experience and um (.)	FS, ACOS	Self-repair		
25		some um (.) good um (.) situation↓ (.)				
26		you-you have and (.) the-the right you have (.)	ACOS in word repetition	Sustaining turn		
27		you should share all these with your substitute um (.) a::nd	LU	Sustaining turn		
28		I think um (.) the substitute has his own thought (.)				
29		a::nd he may think it is unfair and he may um (.)	LU	Sustaining turn		
30		doesn't-doesn't he-he doesn't want to (.) um (.)	ACOS in word repetition	Sustaining turn		

31		do this for you and you just treat him (.) as a slaver (.)				
32		and (.) um (.) I think it is um (.) unfair um (.) to him				
33		((handing over the microphone to Betty))	Non-verbal	Signal the shift of speech right		
34	Betty	and the only reason you treat her (.) like this is (.)			View presenter	
35		because you created her (.) > create < her	FS, ACOS	Self-repair		
36		But you mother is also create you but				
37		> she don't have the right to control what <				
38		you (.) want to do				
39		((hands over the microphone back to Eva))	Non-verbal	Signal the shift of speech right		
40	Teacher	O::k↑	RI, LU	Acknowledgement token	Evaluator	
41	Eva	and so we draw (.) a conclusion that we against this point			Recapitulator	
42	Teacher	So you don't want yourselves to:: (.) [be cloned]	LU, pauses	Inviting OU	Comphresnsion checker	TIM
43	Betty	[To be cloned]	OU			
44	Eva	[To be substituted ]	OU			
45	Betty	yes that's all (.) thank you			Evaluator	
46	Teacher	Good good ((applause from the teacher and students))	Non-verbal	Signal a close off of the interaction	Evaluator	

Extract 7.15 below is the beginning of the pair presentation. The teacher hands over the microphone to Betty to give her the speech right. Betty however, uses a code-switching with quiet speech to orchestrate the turn-taking between Eva and herself. Quiet speech again shows her addressivity to her group member, which signals her alignment with Eva. However, in line 4, Eva displays hesitation in her speech, ‘um’ together with minor pauses, a sign of trouble in speech at the same time signalling a Transition Relevant Place. Betty thus takes over the floor in line 5. Eva gives the floor to Betty by holding the microphone near Betty in line 6. Betty accepts the floor by taking the microphone. Thus we can see that Betty starts the interaction as an orchestrator of the turn-taking, later takes the floor during a Transition Relevant Place of Eva’s utterance and shifts her role to a presenter.

Extract 7.15

1	Teacher	Ok ((handing the microphone over to Betty))
2	Betty	°niqitounishuo° ((in Madarin: you start first))
3	Eva	Just like we:: <u>discussed</u> (.) we all against
4		this (.) um (.) this point (.) um(.)
5	Betty	> we don’t < want to::=
6	Eva	((Eva holds microphone near Betty))
7	Betty	((Betty takes over the microphone))

Extract 7.16 below shows a peer scaffolding. In line 9, Betty shows self-repair, signalled by abrupt cut-off sound and fast speech. However, her self-repair on the word ‘slave’ is not correct ‘slavery (.) >s-< slaver’. At the end of Betty’s utterance, she shows a combination of prosodic features, lengthening utterance and pauses, a signal of Transition Relevance Place. Orienting to Betty’s prosodic information, Eva provides immediate scaffolding on the corrected word ‘slave’ during the TRP. The teacher however, does not pick up the vocabulary mistake of Betty but allows Betty to present her view in front of the class. In line 12, the teacher even builds on Betty’s view and contributes to the discussion. Overlapping utterances in lines 11 and 12 between Eva and the teacher shows the spontaneous nature of the classroom talk.

Extract 7.16

7	Betty	((Betty takes over the microphone))
8	Betty	= Um (.) clone ourselves because > like their play < um (.)
9		The clone one is just like the slavery (.) >s-< slaver
10		Um (.) like for the humans a::nd um (.)
11	Eva	[Slave]
12	Teacher	[Actually they are not]

In extract 7.17 below, Betty again displays a TRP with pauses in her speech in line 17. Eva thus initiates a turn by showing word repetition accompanied by minor pauses, a signal for gaining speech right. However, Betty doesn't give the floor away, thus we can see the overlapping utterances between Eva and Betty in lines 18 and 19. Eva after failing to gain the floor by waiting for a TRP in Betty's utterance and showing a willingness to contribute by displaying word repetition, changes her participation role to an orchestrator of the turn-taking. Code-switching with quiet speech is used by Eva to signal her addressivity to Betty and instruct Betty to give up the speech right. Again, quiet speech is used as a tool for signal alignment between group members during presentational activity. As can be seen from the extract below, Eva's instruction is only for Betty, not for the teacher or any other students in the classroom. Betty in line 22 gives the microphone back to Eva as a sign of shifting the speech right.

Extract 7.17

14	Betty	and if you have a clone one (.) um (.)
15		but the socie- > um-(.) < in our modern world the society
16		position for you is only one but you need to
17		share it with um (.) um (.)
18	Eva	you (.) [you-]
19	Betty	[your clone one] and (.) you need to share
20		your friends you need to=
21	Eva	=°gaiwoshuole° ((in Madarin: my turn now))
22	Betty	((Betty gives the microphone to Eva))

After a failure of mutual understanding on prosodic features here, Eva and Betty begin to incorporate the external microphones as a communicative tool to negotiate their speech right for the rest of the interaction, as can be seen from extract 7.18.

Extract 7.18

23	Eva:	you may share your friends your um (.) your own
24		> exper- < experience and um (.)
25		some um (.) good um (.) situation↓ (.)
26		you-you have and (.) the-the right you have (.)
27		you should share all these with your substitute um (.) a::nd
28		I think um (.) the substitute has his own thought (.)
29		a::nd he may think it is unfair and he may um (.)
30		doesn't-doesn't he-he doesn't want to (.) um (.)
31		do this for you and you just treat him (.) as a slaver (.)
32		and (.) um (.) I think it is um (.) unfair um (.) to him
33		((handing over the microphone to Betty))
34	Betty	and the only reason you treat her (.) like this is (.)
35		because you created her (.) > create < her
36		But you mother is also create you but
37		> she don't have the right to control what <
38		you (.) want to do
39		((hands over the microphone back to Eva))
40	Teacher	O::k↑

There are self-repair sequences in Eva's utterance accompanied by abrupt cut-off speech sound and fast speech rate. Word repetition accompanied by abrupt cut-off sound can also be found in Eva's speech in line 26 and line 30. Word repetition with minor pauses and/or abrupt cut-off can function as a floor holding device, postponing a Transition Relevance Place in speech. In line 32, Eva displays minor pauses accompanying short remarks of 'um', a sign for Transition Relevance Place. However, Betty does not pick up the signal to gain the speech right after the previous failure of turn-taking negotiation. Eva thus gives the microphone to Betty as a more obvious sign for the shift of speech right.



Betty after taking over the microphone starts speaking. Self-repair again occurs in her presentational speech in line 35. After presenting her view from line 34 to line 38, Betty gives the microphone back to Betty as a sign of shifting the speech right. As we can see from the interaction, the microphone in this interaction is used similar to prosody in previous data as a communicative tool for participants to negotiate turn-taking. The teacher during the interaction takes an offstage role and remains in the audience during the pair presentation.

In extract 7.19 below, Eva changes her participation role from a co-presenter of group view to a recapitulator, drawing a conclusion for the pair presentation in line 41. The teacher in line 42 also gives a summary of Betty and Eva's presentation. The teacher's use of lengthening and pause in his utterance signals an invitation for Betty and Eva to complete the sentence together with him. Betty and Eva both orient to this prosodic cue and complete the sentence at the same time with the teacher from line 42 to line 44. The teacher's strategic use of lengthening utterance and pause to invite students to complete a sentence can aid the teacher to check students' comprehension of the classroom task, thus is an important pedagogical tool in classroom teaching and learning.

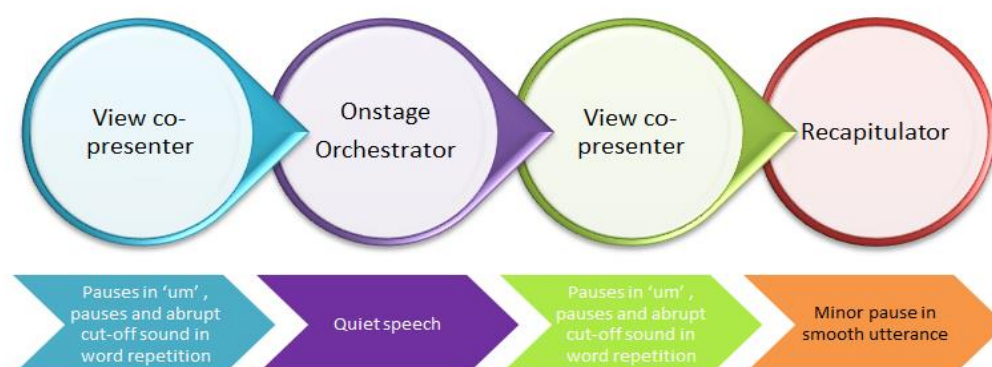
Extract 7.19

41	Eva	and so we draw (.) a conclusion that we against this point
42	Teacher	So you don't want yourselves to:: (.) [be cloned]
43	Betty	[To be cloned]
44	Eva	[To be substituted ]
45	Betty	yes that's all (.) thank you
46	Teacher	Good good ((applause from the teacher and students))

In the pair-presentation, Eva displays different prosodic features in taking different participation roles (Figure 28 below). At the beginning of the interaction, Eva takes on a co-presenter's role. However, on showing many pauses in short remarks of 'um', she reveals a Transition Relevant Place, which lets Betty take away the speech right. Later she uses pauses and abrupt cut-off sound in word repetition to initiate a turn during a potential Transition Relevant Place in Betty's utterance, which is ignored by

Betty. Thus Eva shifts her role to an onstage orchestrator, instructing Betty to give up the speech right. Then she takes over the floor as a view co-presenter. Then again, at the end of the interaction, she shifts her participation role as a recapitulator, providing a conclusion for the pair presentation.

Figure 28: The shift of Eva's participation role



Betty in the interaction takes on an onstage orchestrator's role, using quiet speech in code-switching to instruct Eva to initiate the topic first. Quiet speech as a tool to signal alignment has been discussed both in section 7.1 and in section 7.2. Betty then waits for a TRP in Eva's place and gains her speech right as a view presenter. The teacher, during the pair presentation, takes an offstage role, giving the interactional floor to Betty and Eva, providing an acknowledgement token in line 40. He then changes his participation role to an evaluator, inviting Betty and Eva to complete the conclusion sentence with him and provide positive verbal and nonverbal (applause) feedback.

## 7.5 Pair presentation II

Extract 7.20 below is also selected from a pair presentation after a group discussion on cloning technology. However, different from section 7.4, the two students although co-constructing a presentation, employ a pretend communication between themselves. Tingting and Lala in the interaction below present their views of cloning through a casual conversation between themselves. Although it is a conversation between Tingting and Lala, the nature of the interaction is presentational to the

teacher and to the rest of students in the class. Evidence can be found at the end of the interaction, when the teacher and students applaud Tingting and Lala for their performance. The teacher only manages group presentation order at the beginning of the interaction and gives an evaluation at the end. For the rest of the interaction, he takes a complete offstage audience role.

Transcript 7.20 on pair pretend conversation

Turn	Speaker	Transcription	Prosodic Analysis	Communicative Functions	Participati Roles	Participat Structure
1	Teacher	Ok↓ Last chance ↓	FI,	Elliptic signal, Signal a new sequence /topic	Orchestrator of the academic task structure	
2	Tingting	((Raising hand))				
3	Teacher	oh↓ °Good°↓	FI			
4	Lala	Um (.) What do you think of the substitute of me ((facing Tingting))		View sharing	Question initiator	SIB
5	Tingting	Um (.) Actually (.) I don't <u>want</u> a substitute↓ ((facing Lala))			Respondent	

6		Um (.) In my opinion (.) I think the true value of life (.) is to (.)				
7		<u>enjoy</u> the process from the birth to death				
8		Um (.) < due to the > momentary life (.) um (.)	LU, SS			
9		we know how to cherish the things we have ↓				
10		and calmly >accep-< um (.) and calmly accept (.)	FS, ACOS	Self-repair		
11		the things that we could not change				
12		And (.) what about you↓				SIB
13	Lala	I agree with you↓		Agreeing		
14		If we (.) um (.) if we live too much longer (.) um (.)				
15		We will see our friends and families (.) leave away from us				
16		It is not meaningful for us (.) um (.) to live lonely↓				
17		Um (.) that's all↓ ((Facing the teacher))		Signal close-off of an sequence		
18	Tingting	Um °Mei le° ((In Mandarin: That's all)) ((Facing the teacher))	QS	Code-switching, Signal close-off of an sequence		
19	Teacher	Ok good ((applause))	Non-verbal	Provide evaluation	Evaluator	
20	Students	((applause))	Non-verbal	Signal		

				engagement		
--	--	--	--	------------	--	--

At the beginning of the interaction, the teacher takes on a role as an orchestrator of the academic task structure, showing the students it is the last opportunity to present before he moves on to another academic task, as can be seen from extract 7.21 below. He uses elliptic signal ‘Ok↓’ to mark the end of his evaluation to the previous presentation and to signal the start of a new core participation ground for students to join. The group order set by the teacher has been broken by three students in extract 7.9. The classroom participation ground thus falls into a voluntary mode. The teacher by saying ‘Last chance ↓’ in line 1 shows to the students that the participation is an opportunity for learning instead of a test. Tingting’s hand gesture in line 2 shows her willingness to participate. This is very different from the traditional teacher’s nominating classroom participation style. Also, the teacher by giving the core participation ground to a group, does not know in advance how many members of the group will present and in which form (e.g. role play in section 7.2, joke-telling in section 7.3, etc.). This further adds to the improvisational nature of the classroom presentation activity.

Extract 7.21

Turn	Speaker	Transcription
1	Teacher	Ok↓ Last chance ↓
2	Tingting	((Raising hand))
3	Teacher	oh↓ °Good°↓

In extract 7.22 below, Lala and Tingting co-construct a pretend conversation. Although their addressivity of the interaction is to each other, which is evidenced further by their gaze direction in line 4 and line 5, the whole conversation is presentational in nature. LaLa in line 4 initiates a bilateral interaction with Tingting, by asking about Tingting’s view, ‘Um (.) What do you think of the substitute of me?’ Again self-repair takes place in Tingting’s presentational utterance accompanied by abrupt cut-off speech sound and pause. After Tingting responds to Lala’s question and presents her own view, she also initiates a bilateral sequence with Lala, asking about Lala’s view, ‘And (.) what about you↓’ in line 12. LaLa first agrees with Tingting in line 5, and then she continues to add her own view. The communicative strategy of asking other’s view and building on other’s comments resembles an

exploratory talk (Mercer, 1995), a talk characterised by critical and constructive negotiation of ideas. Again, the communicative strategies generated and practiced by Tingting and Lala in the core participation ground are shared with the rest of the students in the class through the presentation.

Extract 7.22

4	Lala	Um (.) What do you think of the substitute of me ((facing Tingting))
5	Tingting	Um (.) Actually (.) I don't <u>want</u> a substitute↓ ((facing Lala))
6		Um (.) In my opinion (.) I think the true value of life (.) is to (.)
7		<u>enjoy</u> the process from the birth to death
8		Um (.) < due to the > mome::ntary life (.) um (.)
9		we know how to cherish the things we have ↓
10		and calmly >accep-< um (.) an-and calmly accept (.)
11		the things that we could not change
12		And (.) what about you↓
13	Lala	I agree with you↓
14		If we (.) um (.) if we live too much longer (.) um (.)
15		We will see our friends and families (.) leave away from us
16		It is not meaningful for us (.) um (.) to live lonely↓

In line 17 of extract 7.23, Lala closes off the pretend conversation by saying 'Um (.) that's all↓'. Her shift of gaze direction from Tingting to the teacher also shows the shift of her addressivity. The teacher then provides a short positive evaluation. Non-verbal communication from the teacher and the rest of the class also signals their engagement and positive evaluation of the sequences. The applause is further evidence that the conversation between Lala and Tingting is presentational in nature. The knowledge generated from the interaction of the core participation group members is shared with the rest of the class.



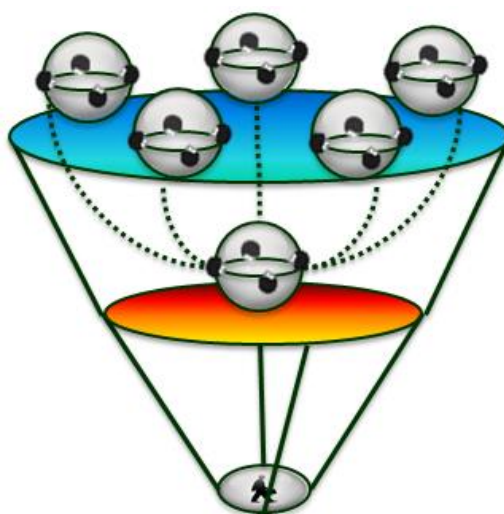
### Extract 7.23

17	Lala	Um (.) that's all↓ ((Facing the teacher))
18	Tingting	Um °Mei le° ((In Mandarin: That's all)) ((Facing the teacher))
19	Teacher	Ok good ((applause))
20	Students	((applause))

Pretend role-play in 7.2 and the pretend conversation in this section have an important pedagogical value. It creates a situational scenario, mimicking the speech genres of outside classroom contexts for students to appropriate different communicative roles and practice communicative strategies. It thus bridges the language learning within and outside L2 classrooms. Moreover, the presentational nature of the pretend conversation or role-play is also useful for the knowledge sharing between core participation members and the peripheral participation members.

The group presentation and pair presentation shows a similar social participation structure of the classroom participants. As can be seen from Figure 29 below, the teacher after group discussion invites each group to the core participation ground (in orange colour background) to present their group discussion result. The students who have peripheral participation (observing the core participation, in blue colour background) form a sub-Community of Practice, they develop their group belonging and negotiate their participation roles in group discussion and group presentations. Each group has a chance to participate on the core participation ground orchestrated by the teacher. This helps the teacher to create equal learning opportunities for students from a large classroom size and encourage team work in students' groups.

Figure 29 Classroom social participation structure in group/pair presentation



Students who present as a group have first gained the opportunity to practice group discussion skills, such as negotiation of views, producing different types of talk, such as exploratory talk. This gives students a middle ground to practice and rehearse their talk before the presentation, which make the academic task structure easier. Students are then given the opportunity to present in front of the rest of the students. Moreover, role-play although having a theme agreed by the participating members, is not scripted and has room for improvisation. The teacher interacts with students from the core participation group, instructing, facilitating, and evaluating their interaction for the education of the whole class. This can be seen from the teacher's constant instruction on the rest of the class, drawing their attention to the core participation group. Thus, by creating a core participation ground, the teacher in a large classroom size can encourage students' group work and also teach the whole class through interacting with a limited number of students.

## 7.6 Individual student presentation

Transcription 7.24 below is an individual student (Betty) presentation on behalf of her group members after a group discussion on the advantage of cloning technology. The teacher orchestrates the academic task structure by marking the end of group discussion and the start of a new task (group presentation) after the group discussion. The teacher takes on a more interactive approach as compared to pair presentation or multi-group presentation where he remains in the audience. In Betty's presentation,

the teacher provides more acknowledgement tokens, uptakes, and clarification questions.

Although Betty is on the core participation ground interacting with the teacher and presenting her group's view on 'cloning' after the discussion, another group of students (Kat, Jenny, Jack, Wenjing) are showing disruptive behaviours by chatting in private not listening to Betty's presentation. The teacher in between the presentation has to instruct the whole class several times to pay attention to Betty.

Transcription 7.24 on Individual student presentation

Tur n	Speaker	Transcription	Prosodic Analysis	Communicative Functions	Participatio Roles	Participation Structure
1	Teacher	Ok class↑ (.) Times up ↓ (.) Um (.)				
2		Ok↓ Now↓ Group Volunteer	FI	Elliptic signal, draw attention and signal a new sequence /topic		
3		((raising his hand above his head and wave))				
4		So what benefits can <u>we</u> (.) human-beings (.) gaining from the cloning (.)			Question initiator	TIB
5		Many many benefits(.) ok ↑				
6	Betty	((Raise her hand))	Non-verbal	Signal willingness to participate		
7	Teacher	Please↓				
8	Jenny &Kat	(...) ((Kat from time to times turns back to talk to Wenjing, who sits in a seat behind Kat))		Disruptive behaviour		
9	Teacher	((put his hand down from his neck, looking at Kat))	Non-verbal	Telling off		
10		Umhum (.) Betty ↑				
11	Betty	The first one is for the-=	LU, ACOS		Respondent	
12	Jenny &Kat	(...)				
13	Teacher	=OK(.) Listen (.) listen to her (.) ↓ please↓	LU Prosodic	Whole class	Whole class	

			chopping	instruction	instructor	
14	Betty	The one is for the (.) clone of the plants				
15	Teacher	Umhum↑	RI accompanied by short remarks, such as yes, Umhumn	Acknowledgement token		
16	Betty	It <may::let us eat> so many different kind of fruits (.) new kinds (.)				
17		Just like the apple-pear				
18		and <for the::> clone of the:: animals maybe::	LU	Sustain a turn		
19		Jane said she:: have looked- >um(.)< has watched a TV program				
20		It helped->it will<the clone will help us to research the prehistoric(.)	FS	Self-repair		
21		Um (.) the lifes (.) [in the:: world				
22	Teacher	[O::h ↓ Yes (.) You mean do the >resear-< is help	FS	Self-repair	Evaluator	
23		us for scientist (.) to do research into the (.) um(.) ancient animals				
24	Betty	[°Yeh° um (.) um (.)]	QS, OU	Acknowledgement token		
25	Teacher	[pre-um(.)] even pre::[ historic-cal ↑animals o::k(.)↑ yeah↓	OU, LU	Inviting OU from students response	Non-Verbal	
26	Betty	[historical	OU			
27	Teacher	You had a look↑ (.) ((looking at Jane)) ok(.)↓	Non-Verbal		Question initiator	TIB

28	Jane	((nodding))	Non-Verbal		Respondent	
29	Teacher	She thinks of <u>that</u> (.) right↑ °ok° ((looking at Betty but pointing to Jane))	Non-Verbal, RI with short remarks, right, yes	Comprehension check		TIB
30	Betty	And:: the clone also help us to::			Respondent	
31		save the <u>life</u> um (.) save the some animals in danger				
32	Teacher	°umhum°↓		Acknowledgement token		
33	Betty	In order to that (.) the:: > human-beings in the future<				
34		ca::n (.) maybe they can see the:: animals NOW				
35	Teacher	umhum↓ ((Glancing at Jenny and Kat who are talking to each other))		Acknowledgement token	Orchestrator of the social participation structure	
36	Betty	And (.) um (.) as for human but <it is <u>not</u> true>				
37		in:: >pres-< °pre::sent°(.)	FS, ACOS	Self-repair		
38		maybe some human clones ca::n help us to:: do some chores				
39		and can save the time and				
40		we can do the-(.) some-(.) the different things in the same time (.)				
41		and to save some time to do mo::re things.				
42		And that's all				
43	Teacher	Ye::s O::kay yes↑ yes↑ ((applause))	LU, RI with short remarks, Non-verbal	Provide positive evaluation	Evaluator	
44	Students	((applause))	Non-verbal	Signal engagement		

The teacher at the beginning of the interaction takes on the role as an orchestrator of the academic task structure, using elliptic signal ‘Ok↓ Now↓’ to draw attention and signal a new sequence or topic as can be seen from extract 7.25 below. He then uses a non-verbal hand gesture to encourage students to volunteer to participate. Prosodic chopping, where pauses are strategically placed between words or phrases in utterances, is found in line 4, signalling the teacher’s addressivity to the whole class and an invitation for students to participate without the need for waiting to be nominated by the teacher. Betty raises her hand to signal a willingness to participate. However, at this time, students from another group continue their group discussion and are not paying attention to the teacher’s instruction. The teacher in line 9 puts his hand down from waving and rests his hand on his neck and at the same time looks at Kat in another group who is showing disruptive behaviour.

Extract 7.25

1	Teacher	Ok class↑ (.) Times up ↓ (.) Um (.)
2		Ok↓ Now↓ Group Volunteer
3		((raising his hand above his head and wave))
4		So what benefits can <u>we</u> (.) human-beings (.) gaining from the cloning (.)
5		Many many benefits(.) ok ↑
6	Betty	((Raise her hand))
7	Teacher	Please↓
8	Jenny & Kat	(...) ((Kat from time to times turns back to talk to Wenjing, who sits in a seat behind Kat))
9	Teacher	((put his hand down on his neck, looking at Kat))
10		Umhum (.) Betty ↑
11	Betty	The first one is for the-=
12	Jenny & Kat	(...)
13	Teacher	=OK(.) Listen (.) listen to her (.) ↓ please↓

The teacher in line 10 continues encouraging Betty to talk. However, Kat, Jenny are still talking in private, breaking the classroom participation structure organised by

the teacher at the beginning of the sequence. In line 13, the teacher interrupts Betty's utterance (line 11) and uses prosodic chopping in his utterance 'OK (.) Listen (.) listen to her ↓please'. In this way, he instructs Kat and her group members to listen to Betty who is the core participant in the classroom. Prosodic chopping in line 13 shows a shift of the teacher's addressivity to Kat's group.

Extract 7.26 below is an interaction between Betty and the teacher. Self-repairs (lines 19, 20) occur a lot in Betty's presentation. Lengthening speech is also used as a way to postpone the Transition Relevance Place to sustain Betty's speech turn (lines 16, 18, 19). In line 19, Betty makes a reference to Jane and acknowledges Jane's contribution to the view. The teacher's role changes from an orchestrator of the academic task and social participation structure to an offstage facilitator, providing an acknowledgement token to encourage Betty to talk more in line 15; in line 22, the teacher draws out the significance of Betty's view by paraphrasing Betty's response and asking clarification questions to follow up Betty's response (lines 21, 23 and 25). Self-repair accompanied with fast speech rate and abrupt cut-off sound also occurs in the teacher's utterance. Overlapping speech takes place between Betty and the teacher in lines 24 and 25. Betty uses quiet speech at the beginning of a turn, signalling an attempt to gain speech right. The teacher in turn 25 sustains the floor and provides a correction for Betty on the word 'historical'. Betty in line 20 says 'prehistoric', thus the teacher uses lengthening utterance to invite Betty to complete the key words together with him. The teacher's use of lengthening utterance and minor pause as a tool to invite students to say the key words together with him has been discussed previously (please refer to extract 5.7 and extract 7.19). Betty orients to the teacher's lengthening utterance and speaks at the same time as the teacher and produces the correct word 'historical' according to the teacher. This further evidences that conversational participants orient to each other's prosodic information in interaction, a type of prosodic orientation from Szczepek (2006). In lines 27 and 28, the teacher also gives credit to Jane's contribution (which is acknowledged by Betty in line 19) and initiates a short bilateral sequence with Jane.



Extract 7.26

14	Betty	The one is for the (.) clone of the plants
15	Teacher	Umhum↑
16	Betty	It <may::let us eat> so many different kind of fruits (.) new kinds (.)
17		Just like the apple- <u>pear</u>
18		and <for the::> clone of the:: animals maybe::
19		Jane said she:: have looked- >um(.)< has watched a TV program
20		It helped->it will< <u>the clone</u> will help us to research the prehistoric(.)
21		Um (.) the lifes (.) [in the:: world
22	Teacher	[O::h ↓ Yes (.) You mean do the >resear-< is help
23		us for scientist (.) to do research into the (.) um(.) ancient animals
24	Betty	[°Yeh° um (.) um (.)]
25	Teacher	[pre-um(.)] even pre::[ historic-cal ↑animals o::k(.)↑ yeah↓
26	Betty	[historical
27	Teacher	You had a look↑ (.) ((looking at Jane)) ok(.)↓
28	Jane	((nodding))
29	Teacher	She thinks of that (.) right↑ °ok° ((looking at Betty but pointing to Jane))

In Extract 7.27 below, Betty continues to present her group view on the advantages of cloning. The teacher shifts his role from an evaluator to an offstage facilitator, providing acknowledgement tokens in lines 32, 35. Betty displays lengthening utterance to sustain her speech right in lines 33, 34, 38, and 41. Self-repair with abrupt cut-off speech sound and fast speech rate is found again in Betty's presentational speech in line 37. The teacher in line 43 provides a positive evaluation. Non-verbal applause from the teacher and the rest of the class shows their engagement. It is worth mentioning that during Betty's presentation, Kat and her group members are constantly chatting in private, not engaging with the class task.

The teacher keeps an eye on them, which is evidenced in line 35. The teacher later nominates Kat's group to comment on Betty's presentation as a sign to 'punish' disruptive behaviour (section 7.7 of this chapter).

Extract 7.27

30	Betty	And:: the clone also help us to::
31		save the <u>life</u> um (.) save the some animals in danger
32	Teacher	°umhum°↓
33	Betty	In order to that (.) the:: > human-beings in the future<
34		ca::n (.) maybe they can see the:: animals NOW
35	Teacher	umhum↓ ((Glancing at Jenny and Kat who are talking to each other))
36	Betty	And (.) um (.) as for human but <it is <u>not</u> true>
37		in:: >pres-< °pre::sent°(.)
38		maybe some human clones ca::n help us to:: do some chores
39		and can save the time and
40		we can do the-(.) some-(.) the different things in the same time (.)
41		and to save some time to do mo::re things.
42		And that's all
43	Teacher	Ye::s O::kay yes↑ yes↑ ((applause))
44	Students	((applause))

In this individual presentation sequence, the teacher shifts his role from an orchestrator of the academic task structure to an orchestrator of the social participation structure, then to an offstage facilitator, providing acknowledgment tokens during Betty's presentation, and finally an evaluator providing positive verbal and non-verbal evaluations. The social participation structure in this sequence (please refer to page 192) is different from group presentation as can be seen in Figure 29 (please refer to page 163). The teacher interacts with one student during the presentation. He has the opportunity to provide word correction and paraphrase of the student's important response for the education of the rest of the class. Compared with group presentation, this model does not give students the opportunity

to negotiate participation roles and communicative strategies among the group members. However, it allows an individual student more opportunities to interact with the teacher and get more feedback on grammar and vocabulary.

### **7.7 Teacher nominated IRE/F sequences**

During the group presentation session in the recorded lesson, the teacher normally tries to build a supportive classroom climate, encouraging students to voluntarily present their views, giving students the responsibility to decide the way they want to present. However, during one student (Betty) presentation (Section 7.6 above), one group of students (Kat, Jenny, Jack, Wenjing) are showing disruptive behaviours, chatting constantly during Betty's presentation, despite the teacher's several attempts to instruct them to listen to Betty. The whole class dynamic is thus shifted toward a serious climate with the teacher nominating each of the group members in turn to comment on Betty's presentation, a 'punishment' for refusing to join the class social participation structure and not listening to Betty's presentation. Evidence can be seen that the teacher is not asking the group to present their view on cloning which is the task of the activity but to individually comment on Betty's presentation. Extract 7.28 below shows the interaction of the serious classroom environment.

Extract 7.28 on teacher nominated IRE/F in group presentation

Turn	Speaker	Transcription	Prosodic Analysis	Communicative Functions	Participation Roles	Participation Structure
1	Teacher	Kat↓		Nomination	Question initiator	TIB
2		Would you please (.) make some comments (.)	FI			
3		< on her:: <u>opinions</u> > any commons (.)↓ yeh↓	FI, SS			
4		What do you think of her (.)↓ <u>opinions</u> (.)↓	FI			
5		Say something to encourage her↓	FI			
6	Kat	((looking at her group members before standing up))	Non-verbal		Respondent	
7		It is (.) good↓				
8	Students	hahaha	Laughter			
9	Teacher	ok↓ But how good↓	FI	Negative evaluation	Question initiator	
10	Kat	Excellent good↓				
11	Students	hahaha	Laughter			
12	Teacher	What did she say just now↓ (.)		Check whether students listen o th previous presenter	Question initiator	
13	Kat	((looking down))	Non-verbal			
14	Teacher	Do you want to <u>add</u> something↓ Do you want to <u>add</u> something↓		Make easier the task structure	Question initiator	
15	Kat	Um (.) °I think° clone is useful for um (.) in human research	QS	Signal the start of a turn	Respondent	
16		Um (.) biology and other research				
17	Teacher	Umhum↓	FI	Acknowledgement token		
18	Kat	It can also help people to cure some (...) disease				

19		Um (.) um(.) such a::s clone organs	P	Sustain a turn		
20	Teacher	Umhum↓	FI	Acknowledgement token		
21	Kat	°that's all° ((looking down to the desk))	QS, Non-verbal	Close-off a sequence		
22	Teacher	O:: K↑ Now your group member↑ (.)	LU			
23		Help her (.) please↓ Jenny↓	FI	Nomination	Question initiator	TIB
24	Jenny	Some couples (.) may not have the ability to have their own children				
25		hehehe	Laughter	Signal embarrassment		
26	Teacher	O::h↓ YES yeh↓	LS LU FI, accompanmg short remarks	Provide positive evaluation	Evaluator	
27		We can say (.) <INFERTILE> people right (.) yeah(.) some	LS, P Prosodic chopping	Signal the addressivity to the whole class	Whole class instructor	TI
28		> infertile people (.) < do not have the (.) ability to have their own	P Prosodic chopping	Signal the addressivity to the whole class		
29		children maybe clo::ning right↑ (.) is helpful	RI, accompanmg short remarks, such as right yet	Comprehension check		
30		Yeh↓ that's good↓			Evaluator	
31		Others Jack (.) please↓	FI	Nomination	Question initiator	TIB
32	Jack	Um↑ um(.) That's all.			Respondent	
33	Teacher	That's all ↑ OK Now↓	FI		Evaluator	

34		Wenjing ↓ Any Other↑	FI,	Elliptic signal, Signal a new sequence /topic	Question initiator	TIB
35		Any comments↓ (.) comments (.) on their (.) on their (.) remarks↓ °Yeh↑°	Pauses, in word repetition	Sustain a turn		
36		What do you think of (.) your group members (.) opinions (.) or remarks↓				
37	Wenjing	Clone is um (.) useful in (...) ((school bell ringing))				
38	Teacher	Yes(.) the-	ACOS			
39		Okay (.) Sit down please (.) Thank you (.) Yes(.)				
40	Teacher	As we (.) as the saying goes (.) every coin has two sides ↓ Right↑	Pauses, prosodic chopping	Signal the addressivity to the whole class	Whole class instructor	TI
41		Yes↓ yeh↓				
42		So cloning has its advantages (.) as well as:: (.)[disadvantages]	Pauses, LU	Invite OU response from students		
43	Students	[disadvantages]				
44	Teacher	Just now (.) we talked about (.) the advantages	Pauses, prosodic chopping	Add emphasis		
45		The benefits we can get (.) from cloning	AE			
46		But actually (.) it also has >some< dis- disadvantages	FS, ACOS	Self-repair		
47		Right↑ OK↑ Next period (.)	FI,	Elliptic signal, Signal a new sequence /topic		
48		we are going to >dis-< continue discuss (.) its disadvantages	FS, ACOS	Self-repair		
49		Ok (.) see you later				

Extract 7.29 below is an interaction between the teacher and Kat. Falling intonation in teacher's nomination is found in line 1 of the teacher's speech which is different from the teacher's encouraging tone in the previous episodes of data. Slow speech rate and lengthening utterance shows the teacher's emphasis on the word 'opinions', which is further shown by the word stress in lines 3 and 4. Falling intonation is used throughout the teacher's question initiation. Kat in turn 7 comments on Betty's presentation as a respondent to the teacher's question and says that Betty's presentation is good. However, the teacher continues to ask a follow up question, 'ok↓ But how good↓', which is also with a falling intonation. Kat in line 11 replies 'Excellent good↓'. Laughter from students in other groups is found after Kat's response, which shows students understand the shift of the teacher's prosodic information towards a punishing genre. Dissatisfied by Kat's general answer, the teacher asks 'what did she say just now↓ (.)' in line 12, again with a falling tone, which gives evidence to the purpose of him initiating the interaction as a punishing tool for Kat's previous disruptive behaviour. Kat in line 13 looks down at the desk. The teacher then changes his strategy, giving Kat a chance to add her view to ease the embarrassment. In line 14, the teacher repeats his question twice, with emphasis on the word 'add'. Kat then provides her answer to the teacher's question in quiet speech in lines 15 and 21. Quiet speech here shows that she understands the teacher is not happy about her disruptive behaviour before. Non-verbal behaviour of looking down at the desk in lines 13 and 21 also shows that she is being disciplined by the teacher without being verbally told off.

Extract 7.29

1	Teacher	Kat↓
2		Would you please (.) make some comments (.)
3		< on her:: <u>opinions</u> > any commons (.)↓ yeh↓
4		What do you think of her (.)↓ <u>opinions</u> (.)↓
5		Say something to encourage her↓
6	Kat	((looking at her group members before standing up))
7		It is (.) good↓
8	Students	hahaha
9	Teacher	ok↓ But how good↓

10	Kat	Excellent good↓
11	Students	hahaha
12	Teacher	What did she say just now↓ (.)
13	Kat	((looking down))
14	Teacher	Do you want to <u>add</u> something↓ Do you want to <u>add</u> something↓
15	Kat	Um (.) °I think° clone is useful for um (.) in human research
16		Um (.) biology and other research
17	Teacher	Umhum↓
18	Kat	It can also help people to cure some (...) disease
19		Um (.) um(.) such a::s clone organs
20	Teacher	Umhum↓
21	Kat	°that's all° ((looking down to the desk))

After Kat sits down, the teacher immediately nominates another member of Kat's group to answer the question. Extract 7.30 is an interaction between the teacher and Jenny. As can be seen in line 23 below, the teacher again nominates a student instead of encouraging students to volunteer and present their views. Jenny after answering the teacher's question, by adding her view to Betty's presentation, in line 25, shows laughter to ease her embarrassment. It is further evidence that Jenny understands the aim of the interaction as a teacher's strategy to punish their disruptive behaviour. In line 26, the teacher finds Jenny's response important and uptakes Jenny's response to the whole class. By adding prosodic chopping in his speech, the teacher shows his addressivity from line 27 to line 29 is to the whole class. The teacher's use of louder speech and emphasis on the key word 'INFERTILE' draws the attention of the rest of the class. The teacher then provides a quick evaluation to Jenny in line 30, again with a falling intonation.

#### Extract 7.30

22	Teacher	O:: K↑ Now your group member↑ (.)
23		Help her (.) please↓ Jenny↓
24	Jenny	Some couples (.) may not have the ability to have their own children



25		hehehe
26	Teacher	O::h↓ YES yeh↓
27		We can say (.) <INFERTILE> people right (.) yeah(.) some
28		> infertile people (.) < do not have the (.) ability to have their own
29		children maybe clo::ning right↑ (.) is helpful
30		Yeh↓ that's good↓

After Jenny has answered the question, the teacher immediately moves to another member of the group, Jack, as can be seen from line 31 extract 7.31 below. Jack hesitates and says 'that's all'. The teacher uses prosodic non-matching to Jack's answer with a rising intonation to signal a negative evaluation of Jack's answer. The teacher then uses the elliptic signal 'Now↓' to signal a new interaction. In line 34, the teacher nominates Wenjing to answer. Again, falling intonation occurs frequently in the teacher's question initiation in lines 35 and 36. As Wenjing is about to provide her answer, the school bell rings, marking the end of the lesson. The teacher then asks Wenjing to sit down. This further shows evidence that the teacher is not interested in the group view but uses the IRE sequences with the group as a punishment tool to regulate the disruptive behaviour.

#### Extract 7.31

31		Others Jack (.) please↓
32	Jack	Um↑ um(.) That's all.
33	Teacher	That's all ↑ OK Now↓
34		Wenjing ↓ Any Other↑
35		Any comments↓ (.) comments (.) on their (.) on their (.) remarks↓ °Yeh↑°
36		What do you think of (.) your group members (.) opinions (.) or remarks↓
37	Wenjing	Clone is um (.) useful in (...) ((school bell ringing))
38	Teacher	Yes(.) the-
39		Okay (.) Sit down please (.) Thank you (.) Yes(.)

After quickly closing-off the interaction with the ‘problematic group’, the teacher then makes a quick recapitulation of the lesson, as can be seen from extract 7.32. Prosodic chopping is again found in the teacher’s utterances, which shows the teacher here is instructing the whole class. In line 42, the teacher strategically uses lengthening speech with minor pause to signal an invitation for students to complete the key word of his sentence. Again, we see the evidence that students orient to the teacher’s prosodic features in line 43 and speak at the same time as the teacher, producing an overlapping word ‘disadvantages’. Self-repair also takes place in the teacher’s utterance, with abrupt cut-off sound and fast speech rate.

Extract 7.32

40	Teacher	As we (.) as the saying goes (.) every coin has two sides ↓ Right↑
41		Yes↓ yeh↓
42		So cloning has its advantages (.) as well as:: (.)[disadvantages]
43	Students	[disadvantages]
44	Teacher	Just now (.) we talked about (.) the advantages
45		The benefits we can get (.) from cloning
46		But actually (.) it also has >some< dis- disadvantages
47		Right↑ OK↑ Next period (.)
48		we are going to >dis-< continue discuss (.) its disadvantages
49		Ok (.) see you later

Thus the teacher’s interaction with the group members is not to give them learning opportunities to practice English on a core participation ground but to punish their previous disruptive behaviour without verbally telling them off in front of the whole class. The interaction falls into IRE sequences, with the teacher nominating students one by one. The IRE here is an implicit reprimand, carried out by the teacher using his authority to nominate students to speak. Much shorter responses are generated from the four students compared to other group presentations. ‘Ok now’ as a quick evaluation and starting off another interaction is used instead of follow-up questions. This also shows that social participation structure can also be used as a tool to identify disruptive students and ‘punish’ disruptive behaviour.

## **7.8 Learning by teaching activity I**

After several group discussions and presentations, the teacher gives instruction on another activity at the end of the lesson, ‘learning by teaching’. In a newly introduced ‘learning by teaching’ activity, students are given the role of a teacher to pose questions to other students and give evaluation to their response. Palincsar and Brown (1988) used reciprocal teaching to emphasise the importance of role switching between teachers and students. This activity is very similar to the concept of ‘learning by teaching’ proposed by Martin (1985) (cited in Dangwal and Kapur, 2009; Grzega, 2006; Grzega and Schöner, 2008) and is thus referred to as ‘learning by teaching activity’ in this chapter. The teacher’s role during this activity is to facilitate students and manage the classroom interaction. Extract 7.33 below is selected from the ‘learning by teaching’ activity. Students are given the role of the teacher to pose questions to students from other groups and to give evaluation on others’ responses. Meimei is given the role of the teacher to ask a question based on the text article written by a Chinese exchange student in the UK and nominates a group to answer her question. The teacher’s scaffolding on the social participation structure can be found throughout the interaction.

Extract 7.33 on learning by teaching activity I

Turn	Speaker	Transcription	Prosodic Analysis	Communicative Functions	Participation Roles	Participation Structure
1	Teacher	Is (.) each group ready↑		Check whether students are ready	Orchastratoe r of the classroom acamedic task strucure	
2	Meimei	Yes↓	FI	Singal willingness to participate		
3	Teacher	> OK now < Group <u>one</u> ↓			Orchastratoe r of the classroom participation structure	
4		What is your question ↓ (.)			Question initiator	TIB
5		Ok↑ other groups↑	FI	Draw attention from other groups	Whole class instructor	
6		((hands stroke accompany the pauses below))	Non-verbal	Signal whole class instruction		
7		<Listen to them carefully (.) and try to <u>answer</u> (.) her question (.)>ok↑	Pauses, prosodic chopping	Signal whole class instruction	Whole class instructor	
8		((Facing group one)) Please ↓	Non-verbal	Signal the shift of speech right		TIB

9	Meimei	°Why Weihua enjoy his life in uk°↓ ((looking at the teacher))	QS	Singal trouble	Respondent	
10	Teacher	Ok (.) do not look at <u>me</u> ↓ (.)			Orchestrator of the ineration	
11		Look at the (.) yeh↓(.) the class(.) your class		Provide immediate scaffolding for interaction		
12		((Hand gesture directing Meimei's gaze towards other students))	Non-verbal	Direct gaze		
13		You are teacher now↑ °OK°↑ yes ↓	RI in short remarks, e.g. OK, yes, right	Check comphrenson		
14		Stand up °yeh°				
15	Meimei	((Stands up)) Maybe group <u>three</u> can give us the answer↓ Right↑	RI in short remarks, e.g. OK, yes, right	Check comphrenson		SIM
16	Students	hahaha	Laughter	Signal engagement		
17	Teacher	First (.) first speak out (.) <u>your question</u> ↓		Provide immediate scaffolding	Orchestrator of the ineration	TIB
18	Meimei	I <u>said</u> ↓			Respondent	
19	Teacher	<u>Again</u> ↑				
20	Meimei	Why↑ Weihua (.) enjoy his life in UK↓ ((Looking at group three))	Non-verbal	Singal addressivity to group three	Question initiator	SIM/T

21	Dechuan	Pardon↑		Ask for clarification	Respondent	
22	Students	hahaha	Laughter	Signal engagement		
23	Meimei	Why↑ he enjoys his life↑ in UK		Repeat question	Question initiator	
24	Teacher	WHY↓(.) does (.) <u>she</u> (.) enjoy his life in the UK	Pauses, prosodic chopping	Uptake individual student's utterance to the whole class	Facilitator	
25	Meimei	Why is <u>he</u> ↓	AE, FI	Singal correction		
26	Teacher	[Why ]↑	OU			
27	Meimei	[Weihua] is a boy↑ or a girl ↓	OU	Ask clarification	Question initiator	SIB/T
28	Teacher	Oh ↓ Weihua is a girl			Facilitator	
29		Yeh (.) is a girl (.) yeh				
30		She is an exchanging student (.) girl student (.) right ↑ ((clear throats))	RI in short remarks, e.g. OK, yes, right	Check comphrension		
31	Group Three	((Silent))	Inter-turn pause	Signal trouble		
32	Teacher	Repeat your question (.) She does not follow you			Orchestrator of the ineration	
33	Meimei	Why do::es she (.) enjoy (.) her <u>life</u> in the UK↓			Question initiator	SIM/T

34	Teacher	Why does she (.) enjoy her life (.) in the UK↓	Prosodic echoing	Uptake individual student's utterance to the whole class	Facilitator	
35		That is her question				
36	Elle	<She said> she is very lucky to (.) experience different ways of life			Respondent	
37	Teacher	Okay (.) Is <u>it</u> the answer↑ Is <u>it</u> the answer↑			Orchestrator of the interaction	TIB
38		<u>Listen</u> to her answer (.) You are a <u>teacher</u> (.) yeh ↑ (.)		Provide immediate scaffolding		
39		You have to (.) listen to your students very carefully ↓		Provide immediate scaffolding		
40	Meimei	I'm not um (.) I am not hear it very clearly			Respondent	
41	Teacher	Ok now↓ (.) repeat your (.) answer	FI,	Elliptic signal, Signal a new sequence /topic	Orchestrator of the interaction	TIB
42	Elle	<she said>			Respondent	
43		she is very lucky to experience the different ways of life (.) in the UK				
44	Teacher	So:: yeh ↓				
45		She enjoys ↓°right↑° She enjoys her life there (.) Yes↑ umhum↑ ok	RI with yes, umhum	Achnolwdgeme nt token	Evaluator	
46	Meimei	Um (.) Anything else↑			Question initiator	SIB/T

47	Elle	Um (.) The school hour is (.) um(.)			Respondent	
48		is sho::rt > shorter < than in China=	FS	Self-repair		
49	Teacher	= Yes↓ the school hours are (.) um(.)		Uptake individual student's utterance to the whole class	Evaluator	
50		<FAR shorter than> (.) than those here in China ↓	LS, SS	Add emphasis to the utterance		
51		Yeh↓ good↑				
52	Meimei	Yes↓ you are right↓	FI	Provide evaluation to other student's answer	Evaluator	
53		But I <u>think</u> um (.) maybe um (.) also had um (.) the other thing↓	P	Sustain a turn	Whole class instructor	SI
54		> that are different < um (.) between (.) her life in China	FS, p	Sustain a turn		
55		Not only the school hours (.) and (.) the > also including the <	FS, P	Sustain a turn		
56		after school activities (.) >more colourful than us <	FS, P	Sustain a turn		
57		and (.) the- the way to um (.) <u>the way</u> the um(.) the um (.)	Pauses in word repetition	Sustain a turn		
58		I mean (.) the (.)>si-< the class size	FS, ACOS	Self-repair		
59		and >the homework<(.) a::nd something else(.) that(.)	LU, FS, pauses	Sustain a turn		
60		all (.) is < make her feel> very enjoyable				
61	Teacher	Ye::h OK ↓	LU, FI with short	Achnolwdgeme nt token	Evaluator	



			remarks, OK			
62		Um (.) um (.) You mean(.) you-you-your question is a <u>big</u> one right↑	ACOS,	Bridging broken utteance	Question initiator	TIB
63	Meimei	Yes↓			Respondent	
64	Teacher	So are you satisfied (.) with her answer↑				
65	Meimei	Oh (.) of course ↓			Respondrer	
66	Teacher	Yeh↓ Ok↑ say something to her		Provide scaffolding	Orchestrator of the turn- taking	
67	Meimei	Good job↑	RI	Provide evaluation	Evaluator	
68	students	hahaha	Laughger	Signal engagement	Audience	
69	Teacher	Ok↑ good good now group two	RI	Provide evaluation		

The teacher at the beginning of the interaction takes a role as an orchestrator of the classroom academic task and participation structure, as can be seen in extract 7.34 below. The teacher manages the flow of the task structure, making sure students have finished group discussion in line 1 and managing the order of the group discussion in line 3. Non-verbal gesture, hand stroke shows that the teacher's pauses are strategically used in his instruction, to cut the information into chunks to aid the students' comprehension (please refer to Figure 14 in section 5.3, p64).

Extract 7.34

1	Teacher	Is (.) each group ready↑
2	Meimei	Yes↓
3	Teacher	> OK now < Group <u>one</u> ↓
4		What is your question ↓ (.)
5		Ok↑ other groups↑
6		((hands stroke accompany the pauses below))
7		<Listen to them carefully (.) and try to <u>answer</u> (.) her question (.)>ok↑
8		((Facing group one)) Please ↓

Meimei initiates a question encouraged by the teacher in line 9 of extract 7.35 below. The teacher provides immediate scaffolding to Meimei, directing her gaze toward 'her students' and asks her to 'stand up' and say her question. Prosodic chopping can be found in the teacher's instruction for Meimei in line 11 and line 17, which shows that the teacher by instructing Meimei is also showing the rest of the class how the 'student teacher' is supposed to interact with 'her students'. Meimei in line 15 nominates group three to answer her question. The teacher provides scaffolding to Meimei, asking her to say the question before nominating her students.

Extract 7.35

9	Meimei	°Why Weihua enjoy his life in uk°↓ ((looking at the teacher))
10	Teacher	Ok (.) do not look at <u>me</u> ↓ (.)
11		Look at the (.) yeh↓(.) the class(.) your class
12		((Hand gesture directing Meimei's gaze towards other students))
13		You are teacher now↑ °OK°↑ yes ↓
14		Stand up °yeh°
15	Meimei	((Stands up)) Maybe group <u>three</u> can give us the answer↓ Right↑
16	Students	hahaha
17	Teacher	First (.) first speak out (.) <u>your question</u> ↓
18	Meimei	I <u>said</u> ↓
19	Teacher	<u>Again</u> ↑

Extract 7.36 below is an interaction between Meimei and Dechuan and the teacher. Meimei initiates a question in line 20. Dechuan asks for a clarification, which triggers joint laughter from other students. Joint laughter shows engagement from students of other groups. Meimei repeats her question in line 23. The teacher rephrases Meimei's question in an attempt to correct Meimei's grammatical mistake. However, as the teacher is not a native speaker of English, he also makes a mistake on his utterance, saying 'his' instead of 'her' in line 24. In spoken Mandarin language, there is no difference among the pronouns, 'she', 'he', and 'it'; they are all referred to as 'ta'. Thus the mother tongue sometimes can influence people's spoken English as happened to the teacher in line 24. Meimei then corrects the teacher in line 25 and asks a clarification question in line 27 about the gender of Weihua. The teacher then provides the relevant information for the students.

## Extract 7.36

20	Meimei	Why↑ Weihua (.) enjoy his life in UK↓ ((Looking at group three))
21	Dechuan	Pardon↑
22	Students	hahaha
23	Meimei	Why↑ he enjoys his life↑ in UK
24	Teacher	WHY↓(.) does (.) <u>she</u> (.) enjoy his life in the UK
25	Meimei	Why is <u>he</u> ↓
26	Teacher	[Why ]↑
27	Meimei	[Weihua] is a boy↑ or a girl ↓
28	Teacher	Oh ↓ Weihua is a girl
29		Yeh (.) is a girl (.) yeh
30		She is an exchanging student (.) girl student (.) right ↑ ((clear throats))

After an inter-turn silence from group three, the teacher in line 31 of extract 7.37 below instruct Meimei to repeat her question as a teacher if ‘her students’ do not follow her. In line 33, Meimei repeats her question with pauses, a sign of prosodic chopping shown by the teacher earlier. This also shows that the communicative strategy of prosodic chopping which is often used by the teacher is now practiced by Meimei. In line 34, the teacher repeats Meimei’s utterance with similar prosodic features, lengthening the word ‘do::es’ with pauses, and a falling intonation at the end of the sentence. But different from Meimei, who inserts a pause between ‘enjoy’ and ‘her life in the UK↓’, the teacher alters the pause, breaks the information into key phrases, which shows that the pauses are strategically placed in his utterance. The teacher’s prosodic matching of Meimei’s utterance is not to give evaluation to Meimei’s question, but to take Meimei’s question to all of group three. Elle from group three provides her answer to Meimei’s question. The teacher then provides scaffolding to Meimei, instructing her to listen to her students and provide an evaluation of their answers in lines 37 to 39. After Meimei expresses that she didn’t hear the answer clearly, the teacher instructs Elle to repeat her answer in line 41. ‘Ok now↓ (.)’ shows the teacher has started a new sequence and shifts his addressivity

away from Meimei to Elle. After Elle repeats her answer in lines 42 and 43, the teacher gives a quick evaluation in line 45.

### Extract 7.37

31	Group Three	((Silent))
32	Teacher	Repeat your question (.) She does not follow you
33	Meimei	Why do::es she (.) enjoy (.) her <u>life</u> in the UK↓
34	Teacher	Why do::es she (.) enjoy her life (.) in the UK↓
35		That is her question
36	Elle	<She said> she is very lucky to (.) experience different ways of life
37	Teacher	Okay (.) Is <u>it</u> the answer↑ Is <u>it</u> the answer↑
38		<u>Listen</u> to her answer (.) You are a <u>teacher</u> (.) yeh ↑ (.)
39		You have to (.) listen to your students very carefully ↓
40	Meimei	I'm not um (.) I am not hear it very clearly
41	Teacher	Ok now↓ (.) repeat your (.) an::swer
42	Elle	<she said>
43		she is very lucky to experience the different ways of life (.) in the UK
44	Teacher	So:: yeh ↓
45		She enjoys ↓°right↑° She enjoys her life there (.) Yes↑ umhum↑ ok

After Elle has provided an answer to Meimei, Meimei asks a follow up question as a 'student teacher' as can be seen from extract 7.38 below. This shows Meimei's development of understanding both on the task structure and on the participation structure. Elle then provides another answer in line 49. The teacher then provides positive feedback and through slow speech rate in line 49 and prosodic chopping in lines 48 and 49, signals to the rest of the class that Elle's answer is important. Meimei in line 52 also provides an evaluation to Elle, which shows Meimei's role as a student teacher. Meimei then adds her answer to Elle's answer from line 53 to line 60. Pauses in word repetition function as a floor holding device in line 57; Self-

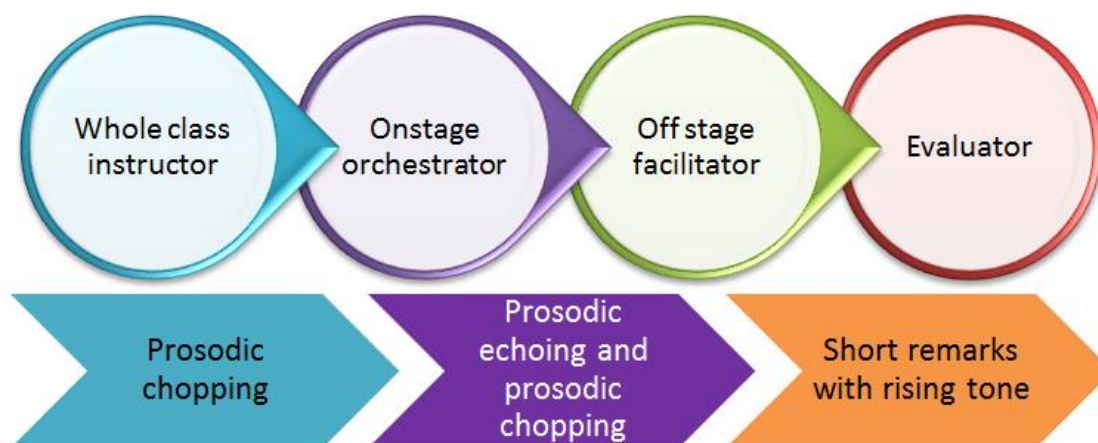
repair accompanied by abrupt cut-off sound and fast speech rate occurs in Meimei's speech in line 58. The teacher makes a clarification on Meimei's utterance in line 62 and instructs Meimei to provide an evaluation to Elle's answer. In line 67, Meimei provides a short evaluation to Elle. Joint laughter in line 68 shows the engagement of the rest of the students. The teacher at the end of the sequence in line 69 provides a short evaluation and orchestrates the turn for the next group.

Extract 7.38

46	Meimei	Um (.) Anything else↑
47	Elle	Um (.) The school hour is (.) um(.)
48		is sho::rt > shorter < than in China=
49	Teacher	= Yes↓ the school hours are (.) um(.)
50		<FAR shorter than> (.) than those here in China ↓
51		Yeh↓ good↑
52	Meimei	Yes↓ you are right↓
53		But I <u>think</u> um (.) maybe um (.) also had um (.) the other thing↓
54		> that are different < um (.) between (.) her life in China
55		Not only the school hours (.) and (.) the > also including the <
56		after school activities (.) >more colourful than us <
57		and (.) the- the way to um (.) <u>the way</u> the um(.) the um (.)
58		I mean (.) the (.)>si-< the class size
59		and >the homework<(.) a::nd something else(.) that (.)
60		all (.) is < make her feel> very enjoyable
61	Teacher	Ye::h OK ↓
62		Um (.) um (.) You mean(.) you-you-your question is a <u>big</u> one right↑
63	Meimei	Yes↓
64	Teacher	So are you satisfied (.) with her answer↑
65	Meimei	Oh (.) of course ↓
66	Teacher	Yeh↓ Ok↑ say something to her
67	Meimei	Good job↑
68	students	hahaha
69	Teacher	Ok↑ good good now group two

In this learning by teaching activity, we see how the teacher facilitates the interaction between Meimei (the student teacher) and group three students (Elle and Dechun) by providing immediate scaffolding to them during the interaction. The data shows Meimei's learning development from facing the teacher, asking questions, being a respondent of the teacher's question to an active student teacher, nominating core participation group, providing evaluation to Elle, and building on Elle's answer, etc. The teacher during the activity provides immediate scaffolding on grammar corrections, instructs Meimei and Elle on their participation structures, and uses prosodic matching to uptake Meimei's question and prosodic chopping to uptake Elle's response. The teacher's scaffolding during the interaction gradually reduces. His role shifts from whole class instructor, to an orchestrator, to an offstage facilitator role (an audience), and at the end of the interaction, an evaluator (Figure 30 below).

Figure 30: The shift of the teacher's participation role in learning by teaching activity



## 7.9 Learning by teaching activity II

Similarly in extract 7.39 below, the teacher is instructing another student Qian on how to take a role as a student teacher. The teacher at the beginning of the interaction takes on the role of an orchestrator in the participation structure, inviting a student from group two to the core participation ground as a student teacher. Although the teacher manages the group presentation order (in line 1), he does not

know which student in the group will be the student teacher, as this is negotiated during the group discussion by students themselves.



Extract 7.39 on learning by teaching activity 2

Turn	Speaker	Transcription	Prosodic Analysis	Communicativ Functions	Participatio Roles	Participation Structure
1	Teacher	Now group two ↓ ((hand gesture to invite group two))	Non-verbal	Signal the shift of speech right	Orchestrator of the participation structure	
2		What is your question↓			Question initiator	TIB
3	Qian	° How does he↓ (.) um(.) how does she↓°			Respondent	
4	Teacher	Ok(.) lou::der(.) lou::der (.) please↓			Facilitator of the interaction	
5	Qian	How does she (.) English <u>improve</u> ↓				
6	Teacher	How does <u>her</u> (.) English (.) <u>improve</u> ↓	AE	Provide immediate scaffolding		
7		HOW (.) IS (.) HER ENGLISH↑ (.) <u>IMPRO::VED</u> ↓	LS, pauses, Prosodic chopping	Uptake individual student's response to whole class		
8		Yes (.) That's good question↓		Provide evaluation	Evaluator	
9		Now↓	FI,	Elliptic signal, Signal a new		

				sequence /topic		
10		Who can(.) answer her question↓			Orchestrator of the interaction	TIB
11	Qian	Group four↓		Nomination	Question initiator	SIM/T
12	Teacher	Ahh (.) You want group f- group four↓	ACOS	Self-repair		
13		Right↑ ok↓ group four please ↓	FI,	Elliptic signal, Signal a new sequence /topic	Orchestrator of the interaction	

Extract 7.40 shows teacher's immediate scaffolding on correcting Qian's grammar.

Extract 7.40

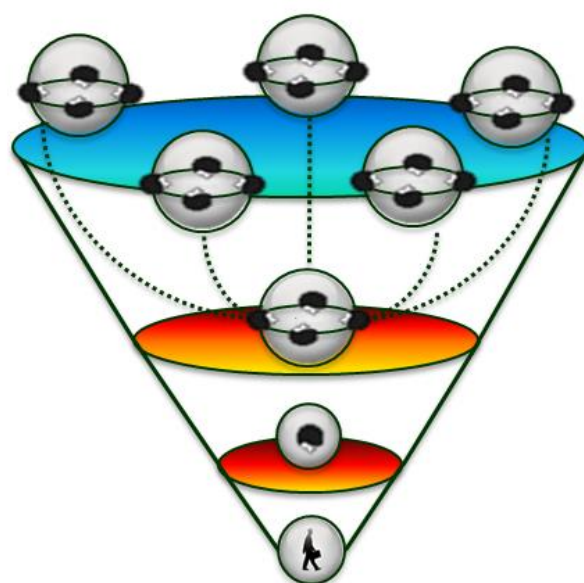
3	Qian	° How does he↓ (.) um(.) how does she↓°
4	Teacher	Ok(.) lou::der(.) lou::der (.) please↓
5	Qian	How does she (.) English <u>improve</u> ↓
6	Teacher	How does <u>her</u> (.) English (.) <u>improve</u> ↓
7		HOW (.) IS (.) HER ENGLISH↑ (.) <u>IMPRO::VED</u> ↓
8		Yes (.) That's good question↓

In line 3, Qian uses quiet speech to signal that she has trouble in her utterance. In line 4, the teacher gives instruction to Qian to speak louder when she asks a question as a teacher. In line 5, Qian shows grammar mistakes in her question 'How does she (.) English improve↓'. In line 6, the teacher repeats Qian's question with the same prosodic feature, a pause before the word 'English' and an emphasis on the word 'improve', and a falling intonation at the very end. But the teacher adds an extra emphasis on the word change, from 'she' in Qian's turn to 'her' in the teacher's utterance. This is to draw the attention of Qian on the corrected part of her utterance. The teacher then provides another prosodic matching with louder volume with the correct grammar and an emphasis on the corrected part of speech. We see here the teacher not only takes Qian's question to the whole class level by prosodic matching, he also uses prosodic non-matching in the following repair sequence to show the corrected word 'impro::ved'. Prosodic chopping is also found in the teacher's repair which shows that the repair is addressed to the whole class. The teacher in the interaction changes his role from an orchestrator of the participation structure, to a facilitator of the classroom interaction, providing immediate scaffolding on the student's grammar, then an evaluator, providing a quick evaluation of Qian's question.

The social participation structure of learning by teaching activity is different from other group presentation activity (Figure 31 below). The teacher invites a 'student teacher' to the core participation ground. By interacting with the 'student teacher' at the core participation ground (the first level from the bottom in orange colour), the teacher helps the 'student teacher' to practice different participation roles and

communication strategies (e.g. ask question, provide feedback, gaze direction, etc.). The ‘student teacher’ then interacts with his/her nominated students, creating another level of participation ground (the second level from the bottom in orange colour). Therefore, three levels of participation are formed. ‘Student teacher’ is a core participation member. Students who are nominated by the ‘student teacher’ are actively participating members. Students who observe the interaction are the peripherally participating members (in the top level in blue colour). The prosodic chopping and prosodic matching from the teacher’s speech shows that the teacher’s scaffolding and facilitating is designed for the instruction of the whole class, including students who are peripherally observing the task. Joint laughter from the students is further evidence of their engagement in the activity. Thus the participation structure can be presented in Figure 31 below. In extract 7.33, the teacher interacts with Meimei, the student teacher, providing scaffolding for Meimei and the nominated participation group by Meimei. The knowledge generated from the interaction between the teacher and Meimei, between the teacher and students in group three and between Meimei and students in group three are shared with the rest of the class who are observing the interaction. In extract 7.39, the teacher interacts with Qian, a student teacher, and provides immediate scaffolding on her grammatical mistakes in her question, and facilitates her interaction with her nominated group four.

Figure 31: Classroom social participation structure in learning by teaching activity



## 7.10 Chapter conclusion

This chapter provided a detailed prosodic analysis of classroom talk in presentational activities. Data selected for analysis are of different classroom presentations, individual student presentation, pair presentation, group presentation (e.g. role-play). Analysis of the classroom talk shows that prosody is an important interactive tool for students to organise their participation roles and develop discursive skills; for example, students' use of quiet speech and joint laughter in forming alignment, the use of fast speech rate and falling intonation in short remarks to construct commanding and authoritative speech genre, and the use of lengthening speech and minor pauses in sustaining speech right, etc. Analysis of the classroom talk also shows that the teacher orients to students' prosody and scaffolds during their transition to different participation roles. For example, the teacher's use of prosodic echoing to help the 'student teacher' to construct a question for other classroom members and the teacher's instruction for the 'student teacher' to use louder speech, etc. The analysis of the presentational activities shows its pedagogical value. It affords students freedom to create a situational scenario, mimicking the genre of the outside classroom for students to appropriate different communicative roles and practice communicative strategies. It thus bridges the language learning within and outside L2 classrooms. Moreover, the presentational nature of the activity is also

useful for the knowledge sharing between core participating members and the peripheral participating members.



## **Chapter Eight: Discussion and findings**

### **8.1 Chapter introduction**

The current chapter provides findings and a discussion based on the analysis of this research (Chapter Five, Six and Seven). It brings together the findings (illustrated through examples selected from the previous extracts) of the use of prosody within various classroom activities, the teacher's whole class instruction, students' group discussions, students' presentations and learning by teaching activity with an aim to answer the following research questions:

- 1) How do students and the teacher collaboratively use prosody to construct turn-taking in classroom talk?
- 2) How do students and the teacher collaboratively use prosody to organise their participation roles in learning activities and co-establish classroom participation structure?
- 3) Can prosodic analysis of classroom interaction provide empirical evidence in unfolding the pedagogical significance of classroom interaction, e.g. IRE/F, or scaffolding activities?

Section 8.1 provides a brief introduction to the chapter, including the aim of the chapter and an overview of the chapter organisation. Section 8.2 and section 8.3 discuss research findings on the function of prosodic cues in the construction of classroom turn-taking. In section 8.2, prosody is identified as a pedagogical tool for language teaching (e.g. teacher's use of prosody in the management of classroom interaction mode/social participation structure, teacher's use of prosody in scaffolding students, etc.). In section 8.3, prosody is identified as a coordination tool for language learning (e.g. students' use of prosody in signalling trouble, forming alignment, negotiating participation roles, etc.). In section 8.4, prosody is considered as an analytical tool for researchers to unfold the pedagogical significance of classroom interaction (e.g. the pedagogical value of IRE/F in the teacher's whole class instruction, group discussions, role-play activity, learning by teaching activity, etc.). Section 8.5 provides a discussion on the classroom Academic Task and Social Participation Structure. Section 8.6 provides a brief summary of the chapter.



## **8.2 Prosody as a pedagogical tool for EFL teaching**

Analysis of transcripts suggests that prosody can be used as a pedagogical tool for the teacher to manage classroom interaction, check students' comprehension, draw out significance of students' responses, and open an interactive ground with learning opportunities for multiple students. Examples are selected from the previous data analysis chapters to support research arguments.

### **8.2.1 Prosodic chopping**

Analysis of the research data shows that pauses happen frequently during a teacher's instructional discourse, e.g. when the teacher introduces new information or gives instructions to the whole class. The teacher uses pauses to break important information into chunks to add emphasis to the information and check students' comprehension of the new information. This strategic use of pauses is referred to as 'prosodic chopping' in this research (please refer to section 5.3 for details). Prosodic chopping is often found to be accompanied by the teacher's non-verbal gesture (hand strokes). When the teacher uses prosodic chopping in whole class instruction, he often shows up-and-down hand movements. The non-verbal gesture is evidence that the teacher's use of pauses is purposeful and is not due to his incapability in forming a smooth utterance. A picture of the teacher's hand strokes can be found in Figure 14 (page 64).

### **Prosodic chopping as an emphasising tool**

Analysis of the transcripts shows that prosodic chopping has the following pedagogical value. Firstly, it can be used as an emphasising tool to aid students' comprehension. Prosodic chopping takes place often during the teacher's whole class instruction (e.g. introducing new reading skills, vocabulary, rules for group activities, etc.). In extract 8.1 below (selected from Extract 5.1, p62), the teacher is giving whole class instruction on a reading task. Prosodic chopping and word stress are found to be accompanying word repetition to add emphasis to the key information. In line 1, the teacher repeats the word 'again' with louder speech and the key word 'similarity' with stress, together with prosodic chopping to signal the key information in his instruction.

### Extract 8.1

1	Teacher	<p>OK NOW ↓(.)</p> <p>I want you read the text <u>AGAIN</u> (.) <u>AGAIN</u> (.) and&lt; try to find out&gt;.(.) <u>the similarities</u> (.) <u>the similarities</u> (.) and the differences (.) between the schools↑ in <u>China</u> (.) and (.) in the(.)UK↓</p> <p>Is it clear↑</p>
---	---------	--

A similar example can be found in the teacher's speech in extract 8.2 below. The teacher is introducing the rule of a new activity called 'learning by teaching' to the whole class (from Extract 5.3, p63). The activity is new to students. The teacher has broken down his utterances into small chunks to aid student comprehension. Hand strokes are found to accompany his prosodic chopping. 'Suppose you are a teacher' is repeated twice by the teacher to add emphasis.

### Extract 8.2

2	Teacher	<p>((Hands stroke accompanied the following pauses))</p> <p>AND NOW↓ (.) Um (.) Suppose you are a teacher (.) you are a teacher (.)</p> <p>you want to check your students (.) whether they understand (.) the text↓</p> <p>So what questions (.) would you like to raise(.) to check (.) if your students &gt;understand the text &lt;</p>
---	---------	---

Similarly, the teacher when introducing new speed reading skills to students, again uses prosodic chopping during the whole class instruction. Below is another example of the teacher's use of prosodic chopping to add emphasis to the key information and aid students' comprehension. In line 1 of extract 8.3 below (from Extract 5.9, p78), together with pauses, the teacher also uses 'very important', and 'basic' together with pauses to add emphasis. The teacher uses pauses to chop his information into chunks to aid comprehension. Prosodic chopping here serves as a 'comprehension check' function to make sure that students follow the question fully before getting into later tasks.

### Extract 8.3

1	Teacher	((Teacher facing the whole class )) ((Hands stroke accompanies the following pauses)) Before you read (.) let me introduce some (.) very important (.)
2		basic (.) reading skills (.)
3		skimming a::nd scanning ↓

Also in extract 8.4 below, the teacher is introducing a topic for students to discuss in groups (selected from Extract 6.2, p99). Pauses are strategically placed before the key words by the teacher. He also uses prosodic chopping to signal the key information which is central to the students' later discussion 'What are your favourite (.) subjects(.) sport(.) and afterschool activities?' in line 5. Emphasis is also placed on the key words.

### Extract 8.4

1	Teacher	Just now (.) In the article (.)
2		Weihua talks about (.) <u>her</u> favourite (.) <u>subjects</u> (.)
3		her favourite (.) <u>sports</u> (.) and her favourite (.) after school activities
4		Now my question is (.) what are <u>yours</u> ↓
5		What are <u>your</u> favourite (.) <u>subjects</u> (.) <u>sport</u> (.) and <u>afterschool</u> activities↓

The examples above show how prosodic chopping can be used as a pedagogical tool to add emphasis to the key information during the teacher's whole class instruction and to signal the parts to which students should pay attention. By breaking the information into smaller chunks, prosodic chopping also serves as a checking tool to aid students' comprehension.

### Prosodic chopping to signal teacher's addressivity

Classroom interaction plays an important role in the teaching and learning process. However, the transition between different modes of classroom interactions

sometimes can cause chaos. Research shows that the signal of ‘addressivity’ from the speaker can influence the interactive type of the subsequent utterances (Gass and Madden, 1985). The analysis of this research shows that prosodic chopping can signal the teacher’s addressivity during the transition between different interactive discourses: from teacher-individual student to teacher-multiple students (e.g. whole class instruction or small group instruction, etc.). Therefore prosodic chopping can function as a marker to shift the classroom social participation structure.

Extract 8.5 is a teacher initiated multilateral interaction with Fei and Ray participating (selected from extract 5.6, p71). Before this multilateral interaction, there is an IRE sequence between the teacher and an individual student (Xiaoping) who is having difficulty in pronouncing the new word ‘dissolve’ (p69). The teacher thus uses prosodic chopping to signal the shift of his addressivity from Xiaoping to the whole class, inviting multiple students to participate in the interactional ground and contribute their knowledge and views to share with the rest of the class. Prosodic chopping here functions as a marker for shifting teacher-individual student interaction to teacher-multiple students’ interaction. The prosodic analysis here also makes visible the process where learning opportunities are generated from a teacher-individual student interaction and shared with the rest of the students.

Extract 8.5

12	Teacher	> what does < dissolve mean↓
13		> probably it is a new word for you <
14		Can you guess↑ (.) the meaning↑ (.) according to the context↑ (.)
15		dissolve (.) What is (.) what does dissolve mean↓
16	Fei	Remove↓
17	Teacher	ah↑
18	Fei	Remove↓
19	Teacher	Ok (.) remove↓ that’s- it’s ok↓
20		Ok↑ (.) Any other meaning↓
21	Ray	It also mean absolve

In extract 8.6 below (selected from extract 5.8, p75) the teacher uses prosodic chopping in his question which shows the teacher's addressivity is to the whole class. Therefore, it opens an interactional ground for multiple students to participate. Weiwei, Yali, and Lili orient to the teacher's prosodic chopping and volunteer to contribute their answers to the question. Answers generated through the teacher-multiple student interaction are shared with the rest of the students who are peripherally participating (observing the interaction).

#### Extract 8.6

8	Teacher	HOW (.) <do you usually> get the main idea(.)
9		of the reading passage(.) in the shortest time (.)
10		How do you usually (.) get the main idea of a text
11		(.) as quickly as possible
12	Weiwei	Look at the (.) fir::st sentence in the [°in the° ]
13	Teacher	[In the passage right↑]
14		Yes↓ Read the first or s-the last sentence(.) of each paragraph (.)
15		yes↑ Good ↓ That's one way (.)
16		<u>A</u> ny other way↑ (.) <u>a</u> ny other way ↑
17	Yali	Title
18	Teacher	Yes↓ Read the title (.) Good ↓ good (.)
19		<u>A</u> ny other way↑
20	Lily	°Read° the questions after the article

Since prosodic chopping signals the teacher's addressivity to the whole class, it also affords the teacher a pedagogical tool to uptake an individual student's response to the whole class level. In extract 8.7, Jack initiates a joke with the teacher during a group discussion (selected from extract 6.7, p104). In line 80 and line 82, the teacher uptakes Jack's joke to the whole class by using prosodic chopping. Joint laughter is formed by the rest of the students, which shows students' engagement in the teacher's uptake. Therefore, prosodic chopping is used by the teacher to take an individual student's joke and share it with the rest of the student groups. Prosodic analysis of this interaction illustrates the process of how the teacher can use prosodic

chopping to make a connection among multiple groups during group discussion activity.

Extract 8.7

76	Jack	Teacher (.) teacher(.) <u>teacher</u> (.) only a joke↓
77		I like (.) the sport (.) fall in love↓ [hehehe]
78	Teacher	[haha]
79		((facing to the whole class))
80		A::nd being in love with someone (.) is <u>not</u> (.) a sport↓
81	Jack	hehehe
82	Teacher	Jack says (.) fall in love with somebody (.) is his favourite sport↓
83		No(.) absolutely not↓ (.) Not s sport ↓
84	Students	hahaha

### **The pedagogical value of prosodic chopping**

The data analysis above shows that prosodic features such as prosodic chopping can have a pedagogical implication on classroom teaching and learning. Firstly, prosodic chopping can be used by teachers to add emphasis during their introduction of new knowledge or skills to students. It can break large information into small key chunks to assist students' comprehension process. Students can also orient to this prosodic feature and get instruction or key information from teachers. Secondly, prosodic chopping also signals the teacher's addressivity and thus functions as a marker during the shift between different interactional discourses, e.g. a shift from teacher-individual student interaction to whole class instruction/teacher-multiple student interaction. Teachers can use this prosodic feature as a marker to signal the shift between different interactive styles and draw the attention of the whole class on the information they consider necessary. Thirdly, prosodic chopping can help the teacher to signal the flowing turn-taking of classroom talk. It can help the teacher to open an interactional ground with learning opportunities for multiple students, which accordingly influence students' participation in the classroom discourse, e.g. from silent listening to co-production of classroom dialogue. Students, by orienting to prosodic chopping from the teacher's speech, can participate on the interactional

ground voluntarily instead of waiting to be nominated. Finally, prosodic chopping can also be used by teachers in their evaluation or feedback moves to bring an individual student's response to a whole class level, e.g. drawing the attention of the whole class on an individual student's input considered important by teachers, or open an interactional ground for the whole class to discuss an individual student response.

### 8.2.2 Prosodic echoing and prosodic non-matching

Studies have shown that the repetition of a previous speaker's utterance with the same prosodic features (prosody matching or echoing) can help conversation participants to signal confirmation and form alignment, whereas repetition with different prosodic features (prosodic non-matching) functions as a sign of querying the utterance of the speaker (Skidmore, 2008, Reed, 2010, Kurtic et al., 2009). Analysis of transcripts in this research supports the arguments. It also points out that prosodic non-matching is a bridging device between first and second language in EFL learning. Furthermore, prosodic echoing can help the teacher to uptake an individual student's response to the whole class level.

Extract 8.8 below illustrates how prosodic cues (non-matching and prosodic echoing) are used in combination during a word correction. The extract is an IRE sequence between Lanlan and the teacher (selected from extract 5.12, p86). Lanlan in line 3 talks about her favourite after school activity. The teacher in line 4 provides a correction on Lanlan's response, using prosodic non-matching, placing emphasis on the corrected word 'dancing'. Lanlan in line 5 then repeats after the teacher uses prosodic echoing, as a sign of accepting the correction. The teacher also provides prosodic echoing in line 6 as a sign of confirmation. The short interaction illustrates the process where a student profits from a word correction.

Extract 8.8

3	LanLan	Um dance <u>machine</u> ↓
4	Teacher	Oh <u>dancing machine</u> [why ↓]
5	Lanlan	[ <u>Dancing machine</u> ]
6	Teacher	[ <u>Dancing machine</u> ]

7	Lanlan	[I like it (.) ] I like it very much↓
---	--------	---------------------------------------

In this research, prosodic non-matching is found to function as a bridging device between target language and first language. Extract 8.9 below is a talk between Jin, Wenwen and the teacher (selected from Extract 6.14, p117). The talk takes place during a group discussion of the task ‘to find some similarities between the student life in UK and in China’. After an IRE interaction with Weiwei who has provided an answer to the teacher’s question, the teacher invites Jin to contribute her answer. However, Jin code-switches back to Mandarin when she faces the challenge because she has the same answer as Wenwen does. Thus we see in line 7. Jin says ‘Jiu zhe yi dian’ (Only one), emphasizing the word ‘Jiu’ (‘only’) which in Mandarin is an adverb to modify the degree of the utterance following. In turn 6, we see the teacher repeats Jin’s response and re-voices it in English (vs. Mandarin) with a rising tone. Prosodic non-matching where a teacher repeats the student’s response with a different intonation is typically a sign that he is querying the student’s response. It is a kind of negative evaluation move, but softened. Here, we see the teacher accomplishes both, querying Jin’s response and the tacit of code-switching back by a single case of prosody non-matching. This is an example of how prosody can function as an inter-language communicative device.

#### Extract 8.9

5		Any other↑ Any other↑
6		((Hand gesture to invite Jin to contribute ))
7	Jin	<u>Jiu</u> zhe yi dian ((in Mandarin: <u>Only</u> one))
8	Wenwen	hhh(.) hehehehe
9	Teacher	only <u>one</u> ↑ (.)
10		Actually there are more than one↓ (.)

Prosodic matching is also found as a pedagogical tool for the teacher to take an individual student response to the whole class level. Below are two extracts from ‘learning by teaching’ activity. Students are given the role of the teacher to pose questions and give evaluations to students of other groups. In extract 8.10. Meimei is given the role of the teacher to ask a question based on the text article written by a Chinese exchange student in the UK (selected from extract 7.37, p188). The teacher



in line 32 gives instruction to Meimei to repeat her question when ‘her students do not follow her’. In line 33, Meimei repeats her question with pauses, a sign of prosodic chopping shown by the teacher earlier. This also shows that the communicative strategy of prosodic chopping which is often used by the teacher is now practiced by a student. In line 34, the teacher repeats Meimei’s utterance with a similar prosodic feature. Here, the teacher is not giving an evaluation of Meimei’s question, but simply taking Meimei’s question to the whole class-level.

#### Extract 8.10

31	Group Three	((Silent))
32	Teacher	Repeat your question (.) She does not follow you
33	Meimei	Why do::es she (.) enjoy (.) her <u>life</u> in the UK↓
34	Teacher	Why do::es she (.) enjoy her life (.) in the UK↓
35		That is her question

Similarly in extract 8.11 below, the teacher is instructing Qian on how to ask a question as a teacher (selected from extract 7.40, p194). In line 3, Qian uses quiet speech to signal the difficulty in carrying out the task. In line 4, the teacher gives instruction to Qian to speak louder when she asks a question as a teacher. This shows that the teacher is scaffolding Qian on her communicative skills, using louder speech as a teacher to make sure her students can hear her question. In line 5, Qian shows grammar mistakes in her question ‘How does she (.) English improve↓’ In line 6, the teacher repeats Qian’s question with the same prosodic feature, then corrects the question with the correct grammar with louder speech and word stress on the changed part of speech. We see here the teacher not only takes Qian’s question to the whole class level by prosodic matching, he also uses prosodic non-matching in the following repair sequence to show the corrected word ‘impro::ved’ in line 7. Prosodic chopping is also found in the teacher’s repair which shows that the repair is addressed to the whole class. Here prosodic cues are used to point out the modified part and draw the students’ attention to it.

Extract 8.11

3	Qian	° How does he↓ (.) um(.) how does she↓°
4	Teacher	Ok(.) lou::der(.) lou::der (.) please↓
5	Qian	How does she (.) English <u>improve</u> ↓
6	Teacher	How does <u>her</u> (.) English (.) <u>improve</u> ↓
7		HOW (.) IS (.) HER ENGLISH↑ (.) <u>IMPRO::VED</u> ↓
8		Yes (.) That's good question↓

### **Pedagogical value of prosodic echoing and prosodic non-matching**

Analysis of transcripts above shows that prosodic echoing and non-matching can be a pedagogical tool in language learning activities. Prosodic non-matching can assist the teacher in providing an immediate scaffolding to students' response, e.g. word or sentence corrections. It can also function as a bridging device between the target language and first language. Prosodic echoing can help the teacher to give confirmation to students' answers. It can also help the teacher to draw out the significance of an individual student's response and take it to the whole class level for discussion. Students can also use prosodic matching to signal their acceptance of the teacher's correction.

### **8.2.3 Prosodic cue (lengthening speech and minor pauses) as comprehension checker**

Analysis of transcripts shows that the teacher uses lengthening speech and minor pauses to invite students to complete the sentence together with him. This prosodic cue can be an effective way for the teacher to check multiple students' comprehension. Extract 8.12 is selected from the teacher's whole class instruction (selected from extract 5.7, p72). The teacher after giving an example of the new word 'dissolve' wants to check whether students understand the meaning of the word 'dissolve'. He shows prosodic cues of lengthening speech and minor pause in line 36. Students orient to the teacher's prosody and together provide the Chinese equivalent of the word 'dissolve'.

### Extract 8.12

34	Teacher	Understand me↑ >do you get me↑< ok(.)
35		Can you tell me the Chinese name↓ (.) [Disso::lve]
36	Students	[Rongjie] ((In Madarin: dissolve))
37	Teacher	Ok (.) you are smart

Similarly, in extract 8.13 below, the teacher signals Betty and Eva to complete the sentence together with him (selected from extract 7.19, p156). Betty and Eva both orient to this prosodic signal and complete the sentence at the same time as the teacher from line 42 to line 44. Betty and Eva both speak at the same time as the teacher. This provides evidence that conversation participants orient to each other's prosody in the construction of turn-taking.

### Extract 8.13

41	Eva	and so we draw (.) a conclusion that we against this point
42	Teacher	So you don't want yourselves to:: (.) [be cloned]
43	Betty	[To be cloned]
44	Eva	[To be substituted ]

More examples are presented in the data analysis chapter (extracts 6.20, 7.19, 7.26, 7.32). The prosodic cue by the teacher to invite students to complete a sentence or speak at the same time as him is an effective comprehension checker. It allows the teacher to interact with all students from the classroom at the same time.

Examples in section 8.2 above show that prosody can be a pedagogical tool for the teacher to give confirmation to students' answers, provide correction on students' language errors, uptake individual student's responses to the whole class, signal addressivity, manage classroom interaction mode, check students' comprehension, and bridge discussion of different students' groups.

### 8.3 Prosody as a coordination tool for students to organise classroom participation

Analysis of transcripts suggests that prosody can be used as a coordination tool for students to signal alignment, initiate turn-taking, signal self-repair sequences, and manage participation roles. Again, examples are selected from the previous data analysis chapters to support this research argument.

#### 8.3.1 Quiet speech

Analysis of the research data shows that quiet speech can be used by students to signal difficulty in their learning process and thus requires teacher scaffolding or peer scaffolding. It also functions as a tool to signal alignment to their group members in a sub-Community of Practice.

Firstly, three examples below are selected to illustrate prosody's function as a sign for difficulty in learning. Extract 8.14 below is selected from an IRE interaction between Xiaoping and the teacher (selected from extract 5.5, p69). In line 5, Xiaoping shows quiet speech and abrupt cut-off sound in pronouncing the new vocabulary 'dissolve'. The prosodic information of Xiaoping signals his trouble in pronouncing the new word. The teacher orients to Xiaoping's quiet speech and provides immediate scaffolding for Xiaoping in line 6 with louder speech volume. Xiaoping's quiet speech also allows the teacher to create learning opportunities for the rest of the students in the class. In line 6, the teacher uses louder speech in his immediate scaffolding, signalling the teacher's addressivity is to the whole class. Moreover, Xiaoping's quiet speech also gives rise to a teacher-multiple student interaction to explain the meaning of the new word (please refer to extract 5.6, p71).

Extract 8.14

3	Xiaoping	What many scientists believe (.)
4		is that the continued presence of water (.)
5		allowed the earth to °di-°=
6	Teacher	= DISSOLVE

Extract 8.15 below is from a teacher-multiple student interaction (extract 5.10. p80). Weiwei in answering the teacher's question of the reading strategies to get the main

idea of a reading passage quickly shows quiet speech in line 12. The teacher orients to Weiwei's quiet speech and provides immediate scaffolding in line 13.

#### Extract 8.15

12	Weiwei	Look at the (.) fir::st sentence in the [°in the° ]
13	Teacher	[In the passage right↑]

Extract 8.16 below is selected from a teacher-individual student interaction during learning by teaching activity (selected from extract 7.40, p194). Student teacher, Qian, shows quiet speech in her utterance, a sign of difficulty in playing the teacher's role. In line 4, the teacher gives immediate scaffolding to Qian on a communicative strategy, which is to speak louder when she asks a question as a teacher. With the teacher's instruction, Qian provides her question. The teacher then provides immediate grammar correction and uses prosodic non-matching to point out the corrected part step by step in lines 6 and 7.

#### Extract 8.16

3	Qian	° How does he↓ (.) um(.) how does she↓°
4	Teacher	Ok(.) lou::der(.) lou::der (.) please↓
5	Qian	How does she (.) English <u>improve</u> ↓
6	Teacher	How does <u>her</u> (.) English (.) <u>improve</u> ↓
7		HOW (.) IS (.) HER ENGLISH↑ (.) <u>IMPRO::VED</u> ↓

The examples above show that quiet speech can be used as a tool for students to signal difficulty and seek help from the teacher or their peers. Another function of quiet speech is to signal addressivity to the aligned group members. This type of quiet speech is often found with code-switching. Three examples are selected to illustrate this argument. In extract 8.17 below, three students are collaboratively constructing a joke-telling activity in a group presentation (selected from extract 7.11, p146). Linda is having trouble pronouncing a new word 'clone', she shows disfluency in word repetition. Juan and Jack both orient to Linda's prosody and provide immediate peer scaffolding at the same time. Quiet speech in Juan's and Jack's utterances signals that their answers are provided to the aligned member Linda, as

opposed to the audience. It is similar to a theatre scenario where performers onstage use quiet speech or whistle to hint or warn other performers in a show. Again, in line 11, Linda uses lengthening speech together with pauses to signal difficulty and a Transition Relevance Place. Juan again in line 12 provides the immediate scaffolding, the word ‘°scientist°’. Quiet speech here also signals the alignment between Juan and Linda.

#### Extract 8.17

7		What (.) > wha- wha- wha- < what
8		can the > per (.)- < person who is (.) um (.)
9	Juan	=['°cloned°]
10	Jack	=['°cloned°]
11	Linda	> who is < clo::ned (.) call th::e (.) =
12	Juan	=°scientist°
2	Betty	°niqitounishuo° ((in Madarin: you start first))
3	Eva	Just like we:: <u>discussed</u> (.) we all against

Extract 8.18 below is selected from a presentational activity, where Betty and Eva are constructing a pretend conversation to present their view on cloning (selected from extract 7.15, p153). At the beginning of the presentation, Betty uses code-switching with quiet speech to orchestrate the turn-taking between Eva and herself. Quiet speech again shows her addressivity to Eva instead of the rest of the class, which signals her alignment with Eva as a team.

#### Extract 8.18

2	Betty	°niqitounishuo° ((in Madarin: you start first))
3	Eva	Just like we:: <u>discussed</u> (.) we all against

Similarly, extract 8.19 below is from the pretend conversation between Betty and Eva (selected from extract 7.17, p154). Betty has been doing the majority of the talk in the presentation. Eva uses word repetition accompanied by minor pauses to signal a turn initiation. However, Betty doesn't give the floor to Eva, thus we can see the overlapping utterances between Eva and Betty in lines 18 and 19. Eva after failing to

gain the floor changes her participation role to an orchestrator of the turn-taking. Code-switching with quiet speech is used by Eva to signal her addressivity to Betty and instruct Betty to give up the speech right. Again, quiet speech is used as a tool for signal alignment between group members during presentational activity. More examples of quiet speech as a tool to signal alignment can be found in extracts 7.5 and 7.7.

Extract 8.19

17	Betty	share it with um (.) um (.)
18	Eva	you (.) [you-]
19	Betty	[your clone one] and (.) you need to share
20		your friends you need to=
21	Eva	=°gaiwoshuole° ((in Madarin: my turn now))
22	Betty	((Betty gives the microphone to Eva))

### 8.3.2 Prosodic cue (abrupt cut-off sound and fast speech rate)

One noticeable prosodic cue in the data is abrupt cut-off sound and fast speech rate which often accompany self-repair sequences. Data analysis of transcripts shows that this particular prosodic cue has a function of bridging a broken utterance due to a self-repair and postponing a Transition Relevance Place. It signals willingness from the speaker to continue presenting. The prosodic cue is often found in presentational talk where talk takes the form of a final draft. Two examples are selected to illustrate this argument. Extract 8.20 below is selected from an IRE interaction between Jack and the teacher (selected from extract 5.13, p87). Jack is presenting his favourite afterschool activity. There are self-repair sequences in Jack's utterance accompanied by abrupt cut-off speech sound and fast speech in lines 24 and 25. There are many broken places in Jack's utterance. However, the prosodic cue on Jack's repair functions as a floor holding device, postponing a Transition Relevance Place in turn negotiation. The teacher orients to Jack's prosodic cue and allows more time for Jack to finish his utterance.

Extract 8.20

23	Jack	I like <u>soccer</u> a::nd >the pop-< a::nd the best popular (.)sport on the world
24		Um (.) >it's my -<em (.) it is my teacher (.) my Friends
25		When you >gew-< goal (.) on the- goal (.) >um-<on the group
26		It can let you (.) um(.) forget whatever make you um (.) feel bad↓
27		um(.) at that time you (.) um(.) as if to (.) have the world
28	Teacher	Umhum↓

Similarly, extract 8.21 below is also from a teacher-individual student interaction of a presentational activity (selected from extract 7.26, p168). As can be seen in lines 19 and 20, self-repair with abrupt cut-off speech sound and fast speech is found in Betty's speech. It also functions as a floor holding device, signalling that Betty wishes to continue to present the group discussion result. The teacher orients to Betty's prosodic cue and does not take the floor from Betty.

Extract 8.21

19	Betty	Jane said she:: have looked- >um(.)< has watched a TV program
20		It helped->it will< <u>the clone</u> will help us to research the prehistoric(.)
21		Um (.) the lifes (.) [in the:: world
22	Teacher	[O::h ↓ Yes (.)You mean do the >resear-< is help

More examples of abrupt cut-off sound with fast speech rate bridging self-repair and postponing Transition Relevance Places can be found in (extracts 6.10, 7.15, 7.13, 7.18, 7.22, 7.27, 7.32).



### **8.3.3 The use of prosody in managing participation roles**

Analysis of transcripts above shows that students adopt different prosodic features in taking discursive positions and participation roles in classroom activities; for example, in a pair-presentation, two students (Eva and Betty) co-present their view on cloning (extract 7.14, p150). Eva at the beginning of the pair-presentation takes on a co-presenter's role, showing self-repair accompanied by prosodic cues (abrupt cut-off sound and fast speech rate) in the presentational speech. She later changes her role as onstage orchestrator, using quiet speech to signal her addressivity to her aligned group member Betty and to instruct Betty to pass the floor to her. After she has gained the floor, she continues to take the role as co-presenter. A similar phenomenon, self-repair accompanied by prosodic cues (abrupt cut-off sound and fast speech rate) happens in her presentational speech. At the end of the presentation, she shifts her participation role from a co-presenter to a recapitulator, providing a conclusion to the pair presentation (for detailed analysis, please refer to p153-157). Another example can be found in a role-play activity where four students (DanDan, Daisy, SiSi, and JoJo) take on pretend characters (clone master, clone) to present their view on cloning (extract 7.1, p127). DanDan displays different prosodic features while taking on different participation roles (a similar phenomenon can also be found in the other three students' speeches). The shift of DanDan's participation roles is marked by her prosodic information. When she has a narrator's role, introducing the plot and characters of the role play to the audiences, she uses lengthening utterances with a slow speech rate to narrate. When taking a performer's role (master clone), she uses a fast speech rate and falling intonations in her utterances to construct her commanding and authoritative speech genre, demanding her clone to do homework for her. When taking an onstage orchestrator's role, she uses quiet speech in code-switching to signal her addressivity and alignment to her group member, instructing them on what to say next. When taking a recapitulator's role, presenting the overall argument, she uses prosodic cues such as abrupt cut-off sound and fast speech rate in self-repair to postpone a TRP and signal a willingness to continue presenting.

Therefore, prosody can be used as a coordination tool for students to organise their participation in classroom talk. Firstly, the use of quiet speech can help students to signal for problems in classroom activities and get immediate scaffolding. It can also

help students to signal addressivity and alignment to their group members. Secondly, prosody can function as a turn holding device, bridging the broken utterances when required sequences are initiated and to postpone a TRP. Finally, prosody features can help students in managing different participation roles. It can also help students to practice different speech genre, e.g. commanding, authoritative, persuasive, complaint genres.

#### **8.4 The discussion of pedagogical value of classroom interaction**

##### **8.4.1 The pedagogical value of IRE and IRF in teacher's whole class instruction**

In the majority of the recorded lessons, IRE and IRF sequences are found to be dominant during the beginning of the lessons where the teacher checks students' understanding on the newly introduced information (e.g. vocabulary, grammar, skills). Research has criticized IRE/IRF for its transmissive teaching style which leads to passive learning or limits learners' participation. It has even been regarded as a spoon feeding method or as a 'duck feeding' method of teaching in China (Whitman & Fife, 1988). However, the research data shows that this triadic IRE/F during instructional discourse can be used as a front-loaded scaffolding to equip students with the necessary knowledge and skills for future in-depth group discussions or student-centred activities. Previous research has found that teacher's revoice (repetition or reformulation of students' responses) moves in an EFL context can give credit to students for their response (O'Connor and Michaels, 1993). The microanalysis of the IRE sequences shows how the teacher uses prosodic chopping in the evaluation or feedback moves to draw out the significance of the individual student's response and takes it to the whole class level. Moreover, the analysis shows that in addition to the teacher's feedback move which goes beyond mere evaluation (Hellermann, 2003, Wells, 1993, 1999), the teacher's initiation move is also important. For example, teacher's initiation move accompanied by prosodic chopping can signal an invitation for multiple students to participate in classroom interaction and thus providing learning opportunities for those students to co-construct classroom dialogues, from which knowledge can be generated and shared by the rest of the class.

#### **8.4.2 The pedagogical value of group discussion activities**

Data analysis shows that group discussion can make academic task structure easier by encouraging peer scaffolding and exploratory talk. It shows that group discussions can provide students with a middle ground to appropriate and practice language use before they present their discussion results to the whole class. Data analysis also shows that during group discussion, students can take the opportunity to negotiate their participation roles (e.g. group leader, evaluator, discussant, joke initiator, peer scaffolding provider, etc.). Individual students can express their difficulty and seek peer scaffolding and teacher scaffolding. It also helps to make the academic task structure easier by encouraging collaboration, giving students freedom to initiate playful talk. Students during group discussions have more flexibility in speech and are more likely to develop the pragmatic skills needed to use the language for successful spoken communication in the very varied social settings they may encounter outside the classroom.

Researchers have expressed their concern about the possibility that group work activity may lead to exclusion of individual students (Kurth, et.al 2001, Olitsky 2006). The current research shows how the teacher's role is crucial in minimizing the risk. The data analysis shows how the teacher encourages interaction among group students, by comprehension checking, verbal encouragement, and creating playful atmosphere for students to interact freely with each other. During group discussion activities, the teacher is afforded various discursive positions which have different pedagogic functions. The teacher during the group discussion takes on multiple roles, such as a comprehension checker, a scaffolding provider, an orchestrator of participation structure, a plate spinner for group discussion, an orchestrator of the turn-taking for group presentation. Data analysis also supports the fact that group discussion activity can create a pedagogical space for teachers to manage the order of later group presentation, encourage student participation in classroom talk (e.g. peer scaffolding) and classroom presentation. It also allows the teacher to check students' comprehension on the academic task and provides scaffolding to individual students with questions. It also gives the teacher a chance to have an in-depth conversation with student groups compared with the activity of whole class instruction or group presentation. Therefore the teacher can provide students with support which is 'tailored' to their specific needs.

### **8.4.3 The pedagogical value of role-play activities**

In a theatrical role-play activity in the classroom Community of Practice, there is no division into performers or spectators and everyone is constantly changing their participation roles. The teacher invites each group to present discussion result to the rest of the class. Thus, there is always one group at the centre of the classroom participation while the rest of the class take an active role in watching the theatrical role-play. The teacher takes on a facilitator's role, inviting each group in turn to the core participation group. Students who participate in a theatrical role-play or in a situation scenario can take on different participant roles, from a narrator, a performer to an onstage director, which provides them with the opportunities to practice different speech genres related to the participant status or to their created characters. This is also similar to Bakhtin's idea of polyphony, where a student can have multiple voices in his or her participation of classroom activity (Bakhtin and Emerson, 1993). Therefore, through the role-play scenario, students are afforded the opportunities to appropriate discursive roles and communicative strategies which can be used later in 'real life' situations outside classrooms.

### **8.4.4 The pedagogical value of 'learning by teaching' activities**

In a newly introduced 'learning by teaching' activity, students are given the role of a teacher and pose questions to other peer groups and give evaluation on the response. The teacher provides guidance to the students in taking a different discursive role. Data analysis shows that there is a shift of the teacher's role from an onstage instructor to an offstage facilitator. The teacher's responsibility of leading a conversation and managing turn-taking within a dialogue has transferred to students during the scaffolding process. Data analysis shows the process of how the teacher facilitates the interaction between a student teacher and his/her students by providing immediate scaffolding to them during the interaction. It also shows the learning process where a student teacher develops from a nervous teacher (e.g. asking questions in quiet speech, being a respondent of the teacher's directions) to an active student teacher (e.g. nominating students to answer the questions, and providing evaluation and feedback to the students' answers). The teacher's scaffolding during the interaction gradually reduces, which is a sign of titration of scaffolding (Stone, 1998). The learning by teaching activity therefore provides students with chances to

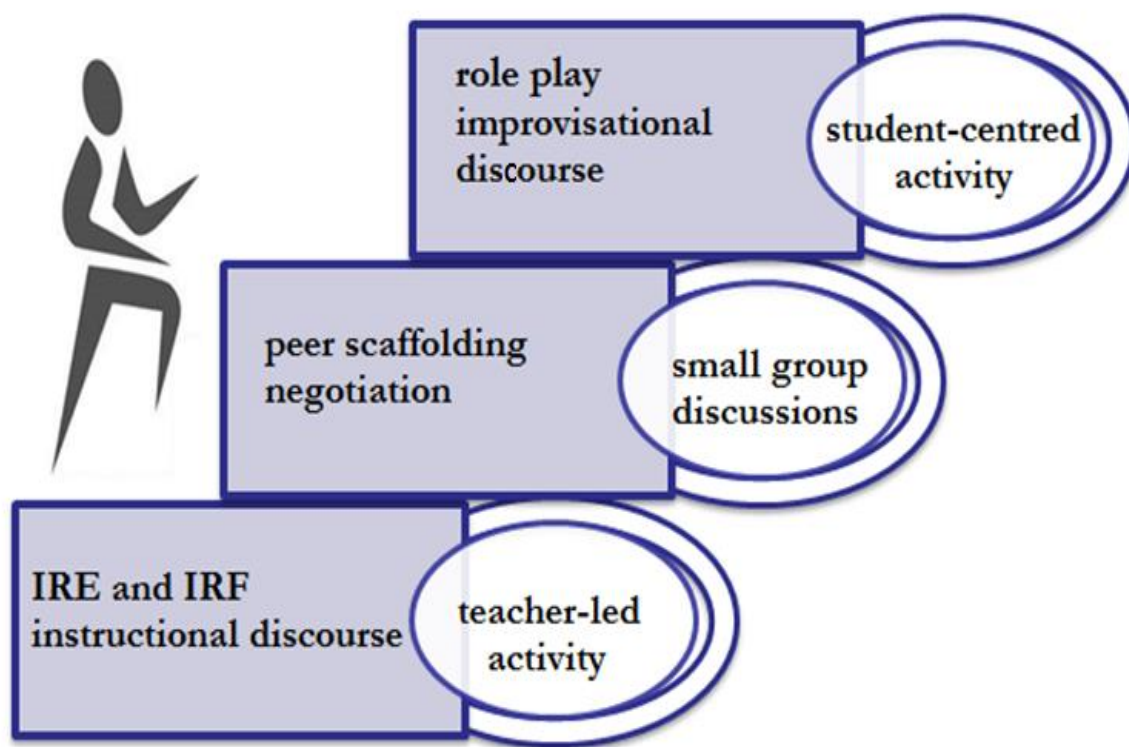
take on a leader's role, checking whether other students understand their questions and interact with other students through asking follow up questions and providing feedback to their responses (e.g. add his/her own view to their responses).

## **8.5 Classroom Academic Task and Social Participation Structure**

### **8.5.1 From teacher-fronted activities to student-centred activities**

Data analysis shows that in an EFL classroom Community of Practice, the teacher and students can form sub-communities and take on different participant roles in relation to the task topic. In a teacher-fronted classroom community, the teacher designs questions based on textbook knowledge (e.g. vocabulary, reading skills, grammar, etc.) and uses IRE and IRF sequences to interact with a limited number of students. In chapter Five, IRE and IRF sequences have been discussed as an effective tool in the front-loaded scaffolding process to equip students with knowledge and skills for later student-centred activity. Knowledge is co-constructed by the core participation group and shared by the rest of the class. The teacher is at the centre of the activity and manages classroom turn-taking by inviting different students into the core participation group or creating opportunities for more students to participate. In a student-centred activity, the teacher takes an off-stage role; helping students to form sub-communities, in which peer scaffolding takes place. Students form alignment with their group members through group work. In a group discussion, the teacher functions as a 'plate spinner' to encourage group work and bridge discussions among groups. Figure 32 below shows the teacher's scaffolding during the transition process from teacher-led textbook based activity to a student-centred activity with scenarios resembling 'real-life' conversations.

Figure 32: a journey of scaffolding

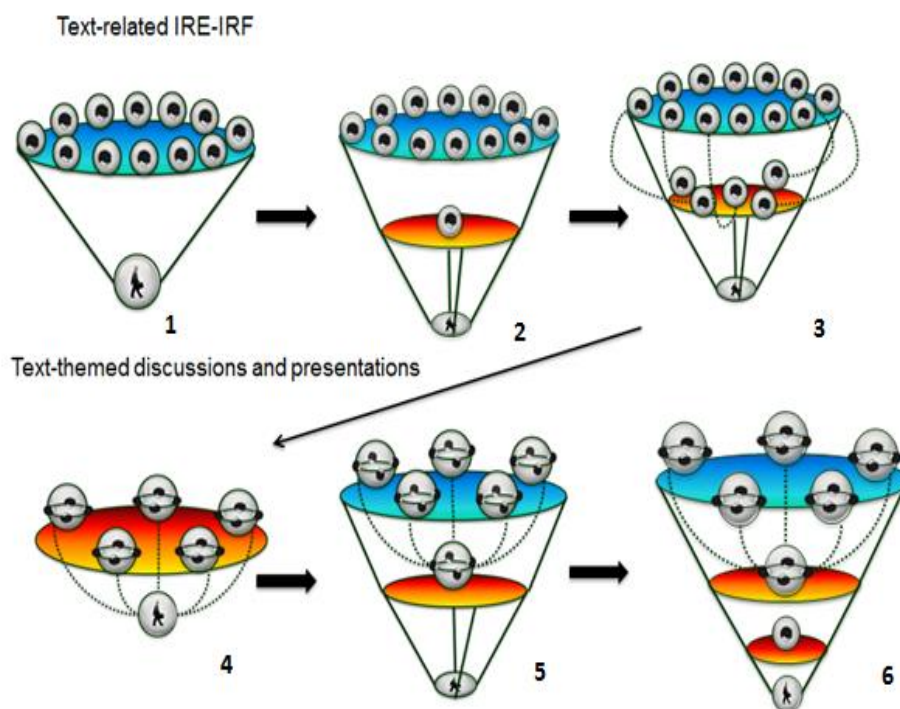


The teacher designs the front-loaded scaffolding activity by equipping students with new knowledge (e.g. speed reading skills, vocabulary, etc.) and checks students' understanding of it. Immediate scaffolding by the teacher takes place within front-loaded scaffolding and is contingent through the whole lesson. Peer scaffolding takes place during the group discussions where students are provided with a middle ground to negotiate their views on a given topic and rehearse for their later presentations. The improvisational discourse of student-centred activities (e.g. student presentations or 'learning by teaching' activity), such as role-play and simulated 'real life' conversations creates a learning space for EFL students to appropriate various communicative roles and strategies. During the transition from teacher-front activities to student-centred activities, we see the transformation of the teacher's role from an onstage instructor (e.g. giving instruction and evaluation to students) to an offstage facilitator (e.g. providing immediate scaffolding when necessary). Moreover, there is also a transfer of responsibility from the teacher to students (e.g. from teacher leading an instructional talk to students leading an improvisational talk).

### 8.5.2 Aligning Academic Task Structure and Social Participation Structure

Data analysis also shows how knowledge is generated from textbooks and expands into the competence of classroom Community of Practice. As can be seen from Figure 33 below, the teacher first uses IRF and IRE sequences to interact with students and generate knowledge from the textbook to classroom Community of Practice. He then encourages group discussions based on the textbook topic which helps to bridge between students' experience and the textbook knowledge. Then he creates a carnival square (please refer to Section 3.6.2) for students to practice different speech genres in situational scenarios or theatrical role-plays, which prepare students for future conversations outside classroom learning. With the shift in academic task structure from text based teaching (e.g. introducing new knowledge and testing students' understanding) to a text themed 'learning by teaching' activity, there is also a shift in terms of the social participation structure. As the lesson becomes more student-centred, the social participation structure becomes more layered than before.

Figure 33 A shift of social participation structure



During a teacher's whole class instruction without student participation (first model in the picture), the social participation structure is formed with a single layer (blue colour). Students take peripheral participation by listening to the teacher. During a teacher's whole class instruction with an individual student (second model in the picture), the teacher invites a student onto a core participation ground (orange colour) and thus creates another layer of the social participation structure. Since the IRE interaction is presentational in nature, students who are observing the IRE interaction are thus on the peripheral participation ground (blue colour). Moreover, the knowledge generated through the IRE interaction can give rise to learning opportunities for multiple students, shifting the social participation structure towards the third model, which is a teacher's instruction with multiple student participation. The knowledge co-constructed by the students on the core participation ground is shared with the rest of the students who are peripherally participating through observing. The teacher's questions during this model are often aimed to equip students with key vocabulary and reading strategies for student-centred activities (the fourth model). In the group discussion activity, students are given the chance to negotiate participation roles (e.g. group leader, respondent, discussant, etc.) and practice group work skills. In this model, students are all on the core participation ground, where the teacher takes on a 'plate spinner role', encouraging student talk and collaboration, making connections for cross-group discussions. Students can also negotiate their participation roles for the later presentational activities and rehearse their presentations. In the fifth model, the social participation structure shifts to group-centred activity. Student groups take turns to be the core participation group (orange layer), presenting their views through role-play, pretend conversations, etc. Other groups form the peripheral participation ground (blue layer) and the presenting group form the core participation ground (orange layer). Students during this group activity take on different participation roles (e.g. narrator, onstage director, performer, recapitulator, etc.) and practice different speech genres (e.g. authoritative, persuasive, complaint, etc.). Then the lesson moves to a 'learning by teaching' activity, where an extra participation ground is created (model six). The teacher invites a 'student teacher' to the core participation ground. By interacting with the 'student teacher' at the core participation ground, the teacher helps the 'student teacher' to practice different participation roles and communication strategies (e.g. asking questions, providing feedback, using non-verbal communication-gaze



direction, etc.). The ‘student teacher’ then interacts with his/her nominated students, creating another level of participation ground (second layer from the bottom). Therefore, three levels of participation are formed in model six. ‘Student teacher’ is a core participation member. Students who are nominated by the ‘student teacher’ are actively participating members. Students who observe the interaction are the peripherally participating members. Therefore, there is alignment formed between academic task structure and social participation structure. As the academic task shifts from textbook based task toward students’ experience based task, the social participation structure also shifts from mono layered structure toward multi layered structure.

## **8.6 Chapter summary**

The current chapter provided findings and a discussion based on the analysis of this research. Research findings show that prosody can function as a pedagogical tool for language teachers to manage classroom interactional ground (e.g. providing scaffolding, aligning academic task structure and social participation structure, framing classroom environment, etc.). Analysis of the transcripts also shows that speech prosody can function as a coordination tool for language learners to organise their social participation roles in collaborative learning activities (e.g. forming alignment, managing turn-taking, signalling repair sequences, etc.). Moreover, the study shows prosodic analysis can be an effective ‘microscope’ in unfolding the pedagogical importance of classroom interaction (e.g. IRE/F sequences, role-play, group discussion activity, etc.) in classroom teaching and learning.

## **Chapter Nine: Conclusion**

The current chapter provides a conclusion for this research. Section 9.1 provides a brief summary of the research findings through revisiting the research questions. Section 9.2 explains the research implications. Section 9.3 discusses the research limitations and recommendations. Finally, section 9.4 gives some suggestions for future research.

### **9.1 Summary of findings**

Informed by Community of Practice theory (Lave and Wenger, 1991) and Academic Task and Social Participation Structure (Erickson, 1982), which place participation at the core of learning development, this current research employs an exploratory case study to examine the function of speech prosody during the co-construction of classroom talk-in-interaction in and between different classroom activities (e.g. whole class instruction, group discussion, group presentation, etc.). A detailed discussion in terms of the research questions can be found in Chapter Eight. This section aims to provide a summary for the research findings.

Firstly, analysis of transcripts suggests prosody can function as a coordination tool for students to negotiate turn-taking of classroom talk (e.g. signal trouble in classroom activities and seek teacher/peer scaffolding, bridging the broken utterances in repair sequences and postpone a TRP). It can also help students to manage their participation (e.g. signal addressivity and alignment to their group members, manage participation roles, practice various speech genres, etc.).

Secondly, analysis of transcripts suggests that prosody can be used as a pedagogical tool for the teacher to provide feedback to students (e.g. provide correction on students' language errors, uptake individual student's response to the whole class, give confirmation to students' answers, draw out significance of students' response, and check students' comprehension,). It also helps the teacher to manage classroom interaction mode (e.g. signal addressivity, bridge discussions of different students' groups, open an interactive ground with learning opportunities for multiple students, frame classroom environment, and align academic task structure and social participation structure).

Thirdly, the research also shows that prosody can function as an effective analytical tool to unfold the pedagogical importance of classroom interaction (e.g. IRE/F sequences, group discussion, presentational activity, and learning by teaching activity) in classroom teaching and learning. It also makes visible the process of language teaching and learning (e.g. process of students' development from a student to a confident student teacher, process of forming alignment of academic task and social participation structure, process of transition from teacher-fronted activity to student-centred activity).

## **9.2 Research implications**

The research has pointed out the importance of encouraging students' substantive engagement in classroom activities through the use of classroom interaction (Nystrand and Gamoran 1991) and calls for an approach to help language learners to develop overall communicative competence (Jennings and Greenberg, 2009, Cazden, 2001, McCarthy, 1991, Hymes 1972). This research through the detailed analysis on classroom interaction has the following implications.

Firstly, the research extends current literature on prosody and illustrates the pedagogical value of prosody in EFL classroom interaction. The research has identified prosodic cues as teaching tools to assist a language teacher in managing classroom academic task and social participation structure. For example, prosodic chopping in classroom instruction can assist a teacher to make a complicated task structure easier (e.g. concepts, rules, vocabularies, etc.) by breaking down information into small chunks with louder volume or in slow speech rate to add emphasis and draw the attention of students to the key information. Prosodic cues such as lengthening speech and minor pauses can help a teacher to check students' comprehension by inviting students to complete the key words or sentences together with the teacher. Prosodic echoing (Skidmore, 2008) by a teacher can give confirmation to students' responses and take up an individual student's response to the whole class level. The research has also identified prosodic cues as learning tools to assist language learners to seek scaffolding, practice a variety of speech genres, and explore different participation roles in a learning task. Moreover, the research suggests the use of prosody by teachers and students, coupled with social participation structures can enable students to bring their experience into the

classroom learning and practise communicative skills, which will help students ‘tune into’ the spoken language they are likely to encounter when communicating in L2 outside the classroom context.

Secondly, research findings on prosody can be used to inform the design of teacher training. The research shows that a teacher through the use of prosody can facilitate an increase in engagement in academic tasks among students by orchestrating a progressive shift in the social participation structure. For example, prosodic chopping is found to be an effective tool in the teacher’s evaluation or feedback moves to draw out significance of individual student’s response and takes it to the whole class level. This research suggests that a teacher’s initiation move is important in providing learning opportunities for multiple students. A teacher can use prosodic chopping or other communicative strategies to invite multiple students to contribute to the classroom interaction, from which knowledge can be generated and shared by the rest of the class. In second language teacher education, trainee teachers could be invited to study examples modelled by expert teachers and to practise incorporating these strategies into their own classroom repertoire of communicative methods.

Thirdly, the research also informs the choice of pedagogical methods in EFL classrooms. The research suggests that the triadic IRE/F during instructional activity can be used as a front-loaded scaffolding to equip students with the necessary knowledge and skills which can prepare them for future in-depth group discussions or a transition from teacher-centred activities to student-centred activities. The research also shows that group discussion activities can make easier an academic task structure and encourage peer scaffolding which allows students to appropriate different participations roles in the context of group work. Teachers during group discussion activity can also create a pedagogical space to manage the order of later group presentation and encourage students’ participation in classroom talk. Teachers can also check students’ comprehension of the academic task and have more in-depth discussion with individual students in order to provide them with scaffolding which is ‘tailored’ to their specific needs. Moreover, the research shows that role-play activities can help teachers to build the connection between textbook knowledge in EFL classrooms and everyday practice outside classrooms. Teachers in role-play activities can create a scenario, mimicking a ‘real life’ situation, for language

learners to practice communicative skills through taking on different characters and develop pragmatic interaction skills (e.g. how to hold the floor, when to take a turn etc.) that are also needed if they are to use English successfully to communicate in future contexts outside EFL classrooms.

Finally, the research proposes a research tool for future studies on group work or EFL teaching and learning. It suggests that the Message Unit Analysis together with prosodic analysis can make visible the process of which academic task structure and social participation structure are constructed and aligned. It can also provide an empirical evidence of learning process through social interaction.

### **9.3 Research limitations and recommendations for future research**

There are many limitations for this research. Firstly, this research uses a small scale case study to explore the collaborative use of prosody by the teacher and students in EFL classroom teaching and learning. Although the aim of this research is to provide an in-depth investigation and to contribute to theory building, more research is needed to see if similar findings can be found in other contexts.

Secondly, this research has chosen an EFL classroom from a foreign language school, where the teacher and students have more advanced level of English use. There are advantages in choosing such a case study school (e.g. the class talk can be conducted in English, various activities can be recorded, the teacher and students are used to being recorded, etc.). However, more research is needed in the context of more teacher-led classrooms, or where students have different levels of proficiency in spoken English.

Thirdly, as a small scale case study, I can only focus on limited prosodic features (e.g. speech rate, volume, intonation, etc.). More research is needed with computer software to note down more prosodic features in order to understand the prosody use fully.

Finally, due to the time limitation of this research, a longitudinal study on the change of students' participation roles through classroom interaction cannot be conducted. Therefore, more research is needed to carry out and follow students on large time

scale to see whether prosodic cues can help students develop as competent members of the Community of Practice over time.



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## Appendices

### Appendix 1: Information sheet for participants

Researcher

Department of  
Education



Bath BA2 7AY · United Kingdom

Skye Xin Zhao (Research Student)

Department of Education,

University of Bath, Bath, United Kingdom

Telephone +44 (0)1225 386341  
Facsimile +44 (0)1225 386113  
Email [education@bath.ac.uk](mailto:education@bath.ac.uk)  
[www.bath.ac.uk/education](http://www.bath.ac.uk/education)

Contact email: [xz233@bath.ac.uk](mailto:xz233@bath.ac.uk)

Contact mobile: \*\*\*\*\*

### INFORMATION SHEET

**Research topic:** teacher-student dialogue in EFL classroom

研究课题: 英语课堂中的师生对话互动

#### Research Aims:

- To examine teacher-student, student-student interaction within classroom
- To understand the ways in which students appropriate opportunities for learning

#### 研究目的:

- 分析老师学生, 以及学生之间的课堂对话
- 研究学生如何运用互动中机会, 提高学习能力

#### Methodology:

Classroom observation is the main method for data collection. In the process of recording, the researcher will avoid contact with the teacher and the students to reduce her influence on the classroom activities. A video camera will be set in the front of the classroom. The adjustable video camera will be recording both the teacher and students. Microphones will also be used to assist the recording. The observation will last for a period of two months.

#### 研究方式:

采用课堂录制的方式进行资料采集。在课堂录制过程中, 研究者会尽量避免与老师学生们的交流, 以降低研究者对课堂活动的影响。研究者会在讲台建立录像机。录像机

的摄像可以灵活转动，跟进老师以及学生的互动。研究者也会采用另外的录音仪器来对课堂对话进行采样分析。研究者将进行 2 个月左右的课堂录制。

### **Ethics**

The investigation is designed to support students in their development of English Language Learning Skills and contribute to identifying good practice in language learning. Therefore I will minimize the demands on student time and avoid contact with the teacher and the students during the class to reduce my influence on student classroom learning. All data will be kept confidential, stored on password protected machines and anonymized to ensure that no individuals are identifiable. Participation is voluntary. Teacher and students can withdraw their participation without giving reasons.

### **研究伦理：**

此次研究目的在于通过发现好的语言教学方式，来促进学生学习能力提高。因此，研究过程会保持与师生的距离，尽量降低对学生的影响。所有采集的资料都会保存在有密码保护的电脑上，采取假名的方式保护学生和老师的隐私。所有的参与都是以自愿形式。老师和学生可以在随时取消参与。

### **Expected Outcomes:**

- Great understanding of teacher-student relationship during classroom talk
- Enhanced learning opportunities for student thereby enhancing students' learning achievements
- The identification of good practice to inform more classes in the school.

### **研究预期结果：**

- 对师生课堂对话互动有更深入的了解
- 通过加强课堂中的学习机会，促进学生学习成绩的提高
- 观察优秀的教学方法，并推广的学校更多的班级。

## Appendix 2: Consent form for students and parents

### CONSENT FORM FOR STUDENTS AND PARENTS

**Research Title:**

A study on teacher-student dialogue in learning activities in an EFL class in China

**Name, position and contact email of Researcher:**

Skye Xin Zhao (Research Student)

Department of Education, University of Bath, Bath, United Kingdom

Contact email: \*\*\*\*\*

Contact mobile: \*\*\*\*\*

Please tick box

**Yes   No**

I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

☐☐

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.

☐☐

I agree to take part in the above study.

☐☐

I agree to the lesson being video recorded

☐☐

I agree to the use of anonymised data in publications and presentations.

☐☐

Name of student

Date

Signature

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Name of a Parent or Guardian  
Signature

Date

Name of Researcher  
Signature

Date

### Appendix 3: Consent form for the teacher and school headmaster

## CONSENT FORM FOR TEACHERS

### Research Title:

A study on teacher-student dialogue in learning activities in an EFL class in China

### Name, position and contact email of Researcher:

Skye Xin Zhao (Research Student)

Department of Education, University of Bath, Bath, United Kingdom

Contact email: \*\*\*\*\*

Contact mobile: \*\*\*\*\*

Please tick box

Yes No

I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

☐☐

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.

☐☐

I agree to take part in the above study.

☐☐

I agree to the lesson being video recorded

☐☐

I agree to the use of anonymised data s in publications and presentations.

☐☐

Name of teacher

Date

Signature

<hr/>	<hr/>	<hr/>
Name of head teacher Signature	Date	
<hr/>	<hr/>	<hr/>
Name of school master Signature	Date	
<hr/>	<hr/>	<hr/>
Name of researcher Signature	Date	
<hr/>	<hr/>	<hr/>

## Appendix 4: Transcripts

### Transcript 1

Turn	Speaker	Transcription
1	Linda	ah↓ but I'm thinking (.)
2		What (.) > wha- wha- wha- < what
3		can the > per (.)- < person who is (.) erm (.)
4	Juan	=[cloned]
5	Jack	=[cloned]
6	Linda	> who is < <u>clo::ned</u> (.) call th::e (.) =
7	Juan	=°scientist°
8	Linda	call the <u>s-scientist</u>
9	Juan	Ha-ha-ha-ha ↓
10	Jack	call (.) call him <u>father</u> ↑
11	Juan	No °ha°=
12	Linda	=[ha ha ha]
13	Students	=[ha-ha-ha-ha]
14	Jack	call him <u>mother</u> ↑
15	Juan	No either↓ =
16	Students	=Ha-ha-ha-ha
17	Jack	call him AUNT↑ =
18	Students	=ha-ha-ha-ha
19	Juan	> °it's erm (.)°<
20		absolutely not - > erm (.) < wrong↓
21	Jack	An::d there [ar::e (.) other (.)]
22	Teacher	[call himself↓]
23	Jack	other (.) erm (.) big problem (.) like (.) whether
24		the people (.) who is cloned (.)
25		have the (.) > have the < personality (.)
26		or he is admitted by the law↓
27		for (.) for example (.) when we:: when we have
28		a question (underlying) the person (.) we use
29		<u>what</u> (.) <u>who</u> it is a big que-(.) > erm (.) < big problem
30	Teacher	Ha-ha-ha henhao (Mandarin: very good) ok

### Transcript 2

Turn	Speaker	Transcription
1	Teacher	Ok ((handing the microphone over to Betty))
2	Betty	°niqitounishuo° ((in Madarin: you start first))
3	Eva	Just like we:: discussed (.) we all against
4		this (.) um (.) this point (.) um(.)
5	Betty	> we don't < want to::=
6	Eva	((Eva holds microphone near Betty))
7	Betty	((Betty takes over the microphone))
8		= Um (.) clone ourselves because > like their play < um (.)
9		The clone one is just like the slavery (.) >s-< slaver



10		um(.) like for the humans a::nd um (.)
11	Eva	[Slave]
12	Teacher	[Actually they are not]
13	Betty	Yes actually they are >°not°-<↑ not↓
14		and if you have a clone one (.) um (.)
15		but the socie- > um-(.) < in our modern world the society
16		position for you is only one but you need to
17		share it with um (.) um (.)
18	Eva	you [you-]
19	Betty	[your clone one] and (.) you need to share
20		your friends you need to=
21	Eva	=°gaiwoshuole° ((in Madarin: my turn now))
22	Betty	((Betty gives the microphone to Eva))
23	Eva:	you may share your friends your um(.)your own
24		> exper- < experience and um (.)
25		some um (.) good um (.)situation↓ (.)
26		you-you have and (.) the-the right you have (.)
27		you should share all these with your substitute um (.)
28		I think um (.) the substitute has his own thought (.) and
29		A:nd he may think it is unfair and he may um (.)
30		doesn't-doesn't he-he doesn't want to (.) er (.)
31		do this for you and you just treat him (.) as a slaver (.)
32		and (.) um (.)I think it is um (.) unfair um (.) to him ((handing over the microphone to Betty))
33	Betty	and the only reason you treat her (.) like this is (.)
34		because you created her (.) > create < her
35		But you mother is also create you but
36		> she don't have the right to control what <
37		you (.) want to do ((hands over the microphone back to Eva))
38	Teacher	O::k↑
39	Eva	and so we draw (.) a conclusion that we against this point
40	Teacher	So you don't want yourselves to (.)[be cloned]
41	Betty	[To be cloned] yes that's all (.) thank you
42	Eva	[To be substituted ]
43	Teacher	Good good ((applause from the teacher and students))

### Transcript 3

Turn	Speaker	Transcription
1	Teacher	What are the similarities↑
2	Wenwen	((Clearing her throat)) um (.) They (.) all have to work har::d
3		and achieve high scores
4	Teacher	umhum °yeh° ↑
5		Any other↑ Any other↑
6		((Hand gesture to invite Jin to contribute ))
7	Jin	<u>Jiu</u> zhe yi dian ((in Mandarin: <u>Only</u> one))
8	Wenwen	hhh(.) hehehehe

9	Teacher	only <u>one</u> ↑ (.)
10		Actually there are more than one↓ (.)
11		There is more than one↓ (.) similarity (.)
12	Wenwen	The teachers (.) each taught (.) only one subject hhh(.)
13	Teacher	Ok (.) goo::d job (.)=
14	Wenwen	= (.) hhh-[hehehe] ((looking at Jin))
15	Jin	[hehehe] ((looking at Wenwen))
16	Teacher	Any other↑ Good (.)
17	Wenwen	Hehehe- um (.) um (.)
18	Teacher	((looking at Jack and April who have been looking at the textbook ))
19		you can <u>share</u> :: with your group member↑ (.)
20		<what you have found> (.) °Yeh°↑
21		<Share your opinions> (.) °Ok↑°
22		((turning away from the group))
23	Wenwen	Johnson↓ ((the teacher's English name))
24		Is the Woodwork (.) < a kind> of subject (.) um (.)
25		<it can do the [°some kind°↑>]
26	Teacher	[you mean woodwork↑]
27	Wenwen	They use wood to (.) to(.) =
28	Teacher	=But (.) here in China(.)
29		we don't have that subject↓
30	Students	((looking at the teacher))
31	Wenwen	Yes↓ yeh-
32		> only (.) only < in primary school
33		hhh (.) um (.) hhh (.)
34	Teacher	> yeh(.) yeh < um (.) go ahead

#### Transcript 4

Turn	Speaker	Transcription
1	Teacher	OK(.) have you found (.) the similarities↑
2		((looking around the group))
3	Rui	um ↓ ((nodding ))
4	Teacher	Yeh↑
5		[Some of them ↑]
6	Rui	[um (.)] ((clearing his throat))
7		He also told us that <u>the</u> best way to <u>earn</u> respect from the school
8		was to work hard and °achieve high scores °
9	Teacher	so that is-
10	Rui	[°similar°]
11	Teacher	[Yeh↓ yeh↓]
12		<u>exactly</u> the same (.) right↑ Any other ↑
13	Rui	((Shaking his head))
14	Teacher	Yeh (.) >only one↑<
15		Any other↓ ((looking at other group members ))
16	Rui	Ahh (.) Some <u>subjects</u> are similar to
17	Teacher	OH YES↓ that's good↓ <u>any</u> other ↓

18	Students	((All looking at the text))
19	Teacher	((Turning to face the whole class))
20		Help each other (.) and
21		< you will find <u>more than</u> one similarity > yeh ↓
22	Rui	[People's-]
23	Teacher	[actually] I can find um (.) four or five of them (.) yeh yes
24	Rui and other group members	hahahaha

### Transcript 5

Turn	Speaker	Transcription
1	Teacher	What >do scientist< believe↓
2		What >do scientist< think↓
3	Xiaoping	What many scientists believe (.)
4		is that the continued presence of water (.)
5		allowed the earth to °di-°=
6	Teacher	= DISSOLVE
7	Xiaoping	> dissolve < harmful gases
8		a::nd acids into the oceans and seas
9	Teacher	Ok Good↓
10	Xiaoping	((quickly sits down))
11	Teacher	Now↓
12		> what does < dissolve mean↓
13		> probably it is a new word for you <
14		Can you guess↑ the meaning↑ (.) according to the context↑ (.)
15		dissolve (.) What is (.) what does dissolve mean↓
16	Fei	Remove↓
17	Teacher	ah↑
18	Fei	Remove↓
19	Teacher	Ok (.) remove↓ that's- it's ok↓
20		Ok↑ (.) Any other meaning↓
21	Ray	It also mean absolve
22	Teacher	> Ok let me give you examples<
23		um (.) if (.) something↑ > usually a solid<
24		like- like- like- >like like like like< a ICE ↑ (.)
25		a piece of ↑ice (.)
26		Do you know ice ↑ (.) icecream↑
27		> you know right↑< icecream↓ (.) or SALT↓
28		you know salt is very important because-
29		°right° (.) around the world (.) right↑ (.)
30		If the solid (.) is put into a liquid (.) usually water (.)
31		right ↑ ok(.)
32		it soon becomes > part of it < that is dissolve (.)
33		That is what dissolve means↓(.)

34		understand me↑ >do you get me↑< ok(.)
35		can you tell me the Chinese name↓ [Disso::lve]
36	Students	[Rongjie] ((In Madarin: dissolve))
37	Teacher	Ok (.) you are smart

#### Transcript 6

Turn	Speaker	Transcription
1	Teacher	Before you read (.) let me introduce some (.) very important (.)
2		basic (.) reading skills (.)
3		skimming a::nd scanning ↓
4		((Writing 'Skimming' and 'scanning' on the blackboard then facing students))
5		First of all (.) talking about skimming (.)
6		we often use this skill (.)to get a general idea (.)of a reading passage
7		Now my question is ↑(.)
8		HOW (.) <do you usually> get the main idea(.)
9		of the reading passage(.) in the shortest time (.)
10		How do you usually (.) get the main idea of a text
11		(.) as quickly as possible
12	Weiwei	Look at the (.) fir::st sentence in the [°in the° ]
13	Teacher	[In the passage right↑]
14		Yes↓ Read the first or s-the last sentence(.) of each paragraph (.)
15		yes↑ Good ↓ That's one way (.)
16		<u>Any</u> other way↑ (.) <u>any</u> other way ↑
17	Yali	Title
18	Teacher	Yes↓ Read the title (.) Good ↓ good (.)
19		<u>Any</u> other way↑
20	Lily	°Read° the questions after the article
21	Teacher	Oh↓ Usually some questions (.)
22		Right↑ are followed by the (.) um (.) the reading passages
23		you-you can also can get (.) the- some main information (.)
24		about the text fr- according to the (.) <u>questions</u> given(.)
25		That's a smart way ↓ Good ↓
26		Any other way↑(.) Any other way↓
27		Ok↑ Now↓ Listen to <u>me</u> (.)
28		You can also focus your attention <on the> (.) <u>pictures</u> (.) or <u>charts</u> (.)
29		if <there are> some right↑
30		Now↓ (.) um (.)
31		Read the text (.) as quick as possible (.) and get the main <u>idea</u> OK↑

#### Transcript 7

Turn	Speaker	Transcription
1	Teacher	<You can <u>share</u> :: your opinions> with your group members↑ (.) a::nd (.)
2		<u>help</u> ↑ each other °yes°↑
3		THERE ARE some similarities in the two countries (.)
4		Right↑ °yeh°↓
5		So first (.) °yeh° talk about similarities

#### Transcript 8

Turn	Speaker	Transcription
1	Teacher	OK NOW ↓(.)
2		I want you read the text <u>AGAIN</u> (.) <u>AGAIN</u> (.)
3		A::nd< try to find out> (.) <u>the similarities</u> (.) <u>the similarities</u> (.)
4		and the differences (.) between the schools↑ in <u>China</u> (.) and (.)
5		in the (.) UK↓
6		Is it clear↑
7		[Yes↑]
8	Students	[°yeh°]
9	Teacher	>so you can< <u>discuss</u> (.) in groups
10		ok↑ (.) <u>discuss</u> (.) ((clearing throat))
11	Students	((starting to discuss in groups))
12	Teacher	Of course (.) first (.) similarities↓°yes°↑

#### Transcript 9

Turn	Speaker	Transcription
1	Teacher	OK Class↑ ((Clearing throat))
2		You (.) really (.) did a good job just now↑
3		((Hands stroke accompanied the following pauses))
4		AND NOW↓ (.)
5		Erm(.) Suppose you are a teacher (.) you are a teacher (.)
6		You want to check your students (.)
7		Whether they understand (.) the text↓
8		So what questions (.) would you like to raise (.) to check (.)
9		if your students >understand the text <
10		So NOW ↓ (.)
11		I want you to help each other (.) work in groups (.) a::nd
12		try to raise(.) one question (.) only <u>one</u> questions
13		But (.) <u>Remember</u> (.) your question is (.) based on the <u>text</u> (.)
14		Ok↑ It's a good challenge (.) yeah↑
15		But it's interesting (.) ok↑
16		AND you will ask (.) ANY OTHER
17		GROUP to <u>answer</u> (.) your question (.) ok ↑ (.)
18		Is it clear to you↑ (.) yes↑ (.) ok ↑ (.) Go ahead (.) umhum (.) umhum

19		<u>Remember</u> only one question yeh↑
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Transcript 10

Turn	Speaker	Transcription
1	Teacher	Is (.) each group ready↑
2	Meimei	Yes↓
3	Teacher	> OK now < Group <u>one</u> ↓
4		What is your question ↓ (.)
5		Ok other groups↑
6		((hands stroke accompany the pauses below))
7		<Listen to them carefully (.) and try to <u>answer</u> (.) her question (.)>ok↑
8		((Facing group one)) Please ↓
9	Meimei	°Why Weihua enjoy his life in uk° ↓ ((looking at the teacher))
10		Ok (.) do not look at <u>me</u> ↓ (.)
11		Look at the (.) yeh↓(.) the class(.) your class
12		((Hand gesture directing Meimei's gaze towards other students))
13		You are teacher now↑ °OK°↑ yes ↓
14		Stand up °yeh°
15	Meimei	((Stands up)) Maybe group <u>three</u> can give us the answer↓ Right↑
16	Students	hahaha
17	Teacher	First (.) first speak out (.) <u>your question</u> ↓
18	Meimei	I <u>said</u> ↓
19	Teacher	<u>Again</u> ↑
20	Meimei	Why↑ Weihua (.) enjoy his life in UK↓ ((Looking at group three))
21	Dechuan	Pardon↑
22	Students	hahaha
23	Meimei	Why↑ he enjoys his life↑ in UK
24	Teacher	WHY↓(.) does (.) <u>she</u> (.) enjoy his life in the UK
25	Meimei	Why is <u>he</u> ↓
26	Teacher	Why ↑
27	Meimei	Weihua is a boy↑ or a girl ↓
28	Teacher	Oh ↓ Weihua is a girl
29		Yeh (.) is a girl (.) yeh
30		She is an exchanging student (.) girl student (.) right ↑ ((clear throats))
31	Group Three	((Silent))
32	Teacher	Repeat your question (.) She does not follow you
33	Meimei	Why do::es she (.) enjoy (.) her <u>life</u> in the UK↓
34	Teacher	Why do::es she (.) enjoy her life (.) in the UK↓
35		That is her question
36	Elle	<She said> she is very lucky to (.) experience different ways of life
37	Teacher	Okay (.) Is <u>it</u> the answer↑ Is <u>it</u> the answer↑
38		<u>Listen</u> to her answer (.) You are a <u>teacher</u> (.) yeh ↑ (.)

39		You have to(.) listen to your students very carefully ↓
40	Meimei	I'm not um (.) I am not hear it very clearly
41	Teacher	Ok now↓ (.) repeat your (.) an::swer
42	Elle	<she said>
43		she is very lucky to experience the different ways of life (.) in the UK
44	Teacher	So:: yeh ↓
45		She enjoys ↓°right↑° She enjoys her life there (.) Yes↑ umhum↑ ok
46	Meimei	Um (.) Anything else↑
47	Elle	Um (.) The school hour is (.) um(.)
48		is sho::rt > shorter < than in China=
49	Teacher	= Yes the school hours are (.) um(.)
50		<FAR shorter than> (.) than those here in China ↓
51		Yeh↓ good↑
52	Meimei	Yes↓ you are right↓
53		But I <u>think</u> um (.) maybe um (.) also had um (.) the other thing↓
54		> that are different < um (.) between (.) <her life in China>
55		Not only the school hours (.) and (.) the > also including the <
56		after school activities (.) >more colourful than us <
57		and (.) the- the way to um (.) <u>the way</u> the um(.) the um (.)
58		I mean (.) the (.) si- the class size
59		and >the homework<(.) a::nd something else(.) that (.)
60		all (.) is < make her feel> very enjoyable
61	Teacher	Ye::h OK ↓
62		Um (.) um (.) You mean(.) you-you-your question is a <u>big</u> one right↑
63	Meimei	Yes
64	Teacher	So are you satisfied (.)with her answer↑
65	Meimei	Oh(.) of course ↓

#### Transcript 11

Turn	Speaker	Transcription
1	Teacher	Ok class↑ (.) times up ↓ (.) Um (.)
2		Ok↓ Now↓ Group Volunteer Volunteer
3		((raising his hand above his head and wave))
4		So what benefits can <u>we</u> (.) human-beings (.) gaining from the cloning (.)
5		Many many benefits(.) ok ↑
6	Betty	((Raise her hand))
7	Teacher	Please↓
8	Jenny & Kat	(...) ((Kat from time to times turns back to talk to Wenjing, who sits in a seat behind Kat))
9	Teacher	((put his hand down from his neck, looking at Kat))
10		Umhum (.) Betty ↑
11	Betty	The first one is for the- =
12	Jenny	(...)

	&Kat	
13	Teacher	=OK(.) Listen (.) listen to her ↓ please↓
14	Betty	The one is for the (.) clone of the plants
15	Teacher	Umhum↑
16	Betty	It <may:: let us eat> so many different kind of fruits (.) new kinds (.)
17		Just like the <u>apple-pear</u>
18		and <for the::> clone of the:: animals maybe::
19		Jane said she:: have looked- >um(.)< has watched a TV program
20		It helped- >it will< <u>the clone</u> will help us to research the prehistoric (.)
21		Um. (.) the lifes (.) [in the:: world
22	Teacher	[O::h ↓ Yes (.) You mean do the >resea- <
23		is help us for scientist (.) to do research into the (.) um(.) ancient animals
24	Betty	[°Yeh° um (.) um (.)]
25	Teacher	[pre-um(.)] even pre::[ historic-cal ↑animals o::k(.)↑ yeah↓
26	Betty	[historical
27	Teacher	You had a look↑ (.) ((looking at Jane))
28		ok(.)↓
29		She thinks of <u>that</u> (.) right↑ °ok° ((looking at Betty but pointing to Jane))
30	Betty	And:: the clone also help us to::
31		save the <u>life</u> um (.) save the some animals in danger
32	Teacher	°umhum°↓
33	Betty	In order to that (.) the:: > human-beings in the future<
34		ca::n maybe they can see the:: animals NOW
35	Teacher	umhum↓ ((Glancing at Jenny and Kat who are talking to each other))
36	Betty	And (.) um (.) as for human but <it is <u>not</u> true> in:: > pres- < °pre::sent°(.)
37		maybe some human clones ca::n help us to:: do some chores
38		and can save the time and
39		we can do the-(.) some-(.) the different things in the same time (.)
40		and to save some time to do mo::re things.
41		And that's all
	Teacher	Ye::s O::kay yes↑ yes↑ ((applause))
	Students	((applause))

## Transcript 12

Turn	Speaker	Transcription
1	Teacher	Kat↓
2		Would you please (.) make some comments (.)
3		< on her:: <u>opinions</u> > any commons (.)↓ yeh↓
4		What do you think of her (.)↓ <u>opinions</u> (.)



5		Say something to encourage her
6	Kat	((looking at her group members before standing up))
7		It is (.) good↓
8	Students	hahaha
9	Teacher	ok↓ But how good↓
10	Kat	Excellent good
11	Students	hahaha
12	Teacher	What did she say just now↓ (.)
13		Do you want to <u>add</u> something↓
14	Kat	((looking down))
15	Teacher	Do you want to <u>add</u> something↓
16	Kat	Um (.) °I think° clone is useful for um (.) in human research
17		Um (.) biology and other research
18	Teacher	Umhum↓
19	Kat	It can also help people to cure some (...) disease
20		Um (.) um(.) such a::s clone organs
21	Teacher	Umhum↓
22	Kat	°that's all° ((looking down to the desk))
23	Teacher	O:: K↑ Now your group member↑ (.)
24		Help her (.) please↓ Jenny↓
25	Jenny	Some couples (.) may not have the ability to have their own children
26		hehehe
27	Teacher	O::h↓ YES yeh↓
28		We can say (.) <INFERTILE> people right (.) yeah(.) some
29		> infertile people (.) < do not have the (.) ability to have their own children
30		maybe clo::ning right↑ (.) is helpful
31		Yeh↓ that's good↓ Others Jack (.) please↓
32	Jack	Um↑ um(.) That's all.
33	Teacher	That's all ↑ OK Now↓
34		Wenjing ↓ Any Other↑
35		Any comments↓ (.) comments (.) on their (.) on their (.) remarks↓ °Yeh↑°
36		What do you think of (.) your group members (.) opinions (.) or remarks
37	Wenjing	Clone is um (.) useful in (...) ((school bell ringning))
38	Teacher	Yes(.) the-
39		Okay(.) Sit down please (.) Thank you (.) Yes(.)
40		As we (.) as the saying goes (.) every coin has two sides ↓ Right↑
41		Yes↓ yeh↓ So cloning has its advantages (.) as well as:: (.)[disadvatages]
42	Students	[disadvantages
43	Teacher	Just now (.) we talked about (.) the advantages
44		The <u>benefits</u> we can <u>get</u> (.) from cloning
45		But actually (.) it also has >some< dis- disadvantages
46		Right↑ OK↑ Next period (.)

47		we are going to >dis-< continue discuss (.) its disadvantages
48		Ok (.) see you later

### Transcript 13

Turn	Speaker	Transcription
1	Teacher	Ok↓ Last chance ↓
2	Tingting	((Raising hand))
3	Teacher	oh↓ °Good°↓
4	Lala	Um (.) What do you think of the substitute of me
5	Tingting	Um (.) Actually (.) I don't <u>want</u> a substitute↓
6		Um (.) In my opinion (.) I think the true value of life (.) is to (.)
7		<u>enjoy</u> the process from the birth to death
8		Um (.) < due to the > mome::ntary life (.) um (.)
9		We know how to cherish the things we have ↓
10		and calmly >accep-< um (.) an-and calmly accept (.)
11		the things that we could not change
12		And (.) what about you↓
13	Lala	I agree with you↓
14		If we (.) um (.) if we live too much longer (.) um (.)
15		We will see our friends and families (.) leave away from us
16		It is not meaningful for us (.) um (.) to live lonely↓
17		Um (.) that's all↓
18	Tingting	Um °Mei le° ((In Madarin: That's all))
19	Teacher	Ok good ((applause))
20	Students	((applause))

### Transcript 14

Turn	Speaker	Transcription
1	Teacher	Ok↑(.) Now↓
2		Um(.) >Now< let's come to (.) pre-reading °yeh° pre-reading (.) um (.)
3		Before we read pre-reading (.)
4		>ok now< um (.) first read the questions given↓
5		ok↑ read the questions given↑
6	Students	((Reading the first question on the text))
7	Teacher	Ok(.) Finish reading ↑
8		How many questions are given ↓
9	Students	°four°
10	Teacher	Four↑
11		Ok > the first one is < (.)
12		>what is< (.) [clone↓]
13		[°clone°]
14	Teacher	>So can you give< a definition of clone↓
15		°yeh° what is a clone ↓ (.) in your own words (.)

16		Okay↑ <in your <u>own words</u> > (.) What is a clone↓ (.)
17		Just according to what we discussed just now (.)
18		°yeh° so what is a clone ↓
19	Students	((Silent))
20	Teacher	Do you need to (.) discuss in pairs↑ (.) with your partner↑
21	Students	°yes°
22	Teacher	Yes↑ ok↓
23	Students	((started discussion in pairs))

#### Transcript 15

Turn	Speaker	Transcription
1	Teacher	Now group two ↓ ((hand gesture to invite group two))
2		What is your question↓
3	Qian	° How does he↓ (.) um(.) how does she↓°
4	Teacher	Ok(.) lou::der(.) lou::der (.)please↓
5	Qian	How does she (.) English <u>improve</u> ↓
6	Teacher	How does <u>her</u> (.) English (.) <u>improve</u> ↓
7		HOW (.) IS (.) HER ENGLISH↑ <u>IMPRO::VED</u> ↓
8		Yes (.) That's good question↓
9		>Now↓<
10		Who can(.) answer her question↓
11	Qian	Group four↓
12	Teacher	Ahh (.) You want group f- group four↓
13		Right↑ ok↓ group four please ↓

#### Transcript 16

Turn	Speaker	Transcription
1	Teacher	Ok time's up (.)
2		I am sorry I have to <u>stop</u> you (.) Umhum↑(.)
3		Group two↓ right↑ yeh (.) group two↑ yeh ↑
4		please↓ ((hand gesture inviting group two )) Hurry up↓
5	Daisy	First they are:: our clones↓ ((pointing at Sisi and JoJo))
6	Teacher	<u>Um</u> hum ↑
7	JoJo	[Um(.)]
8	Teacher	[You two(.)] are:: their <u>clones</u> ↓
9	Sisi &JoJo	[yes]
10	Teacher	Ok↑ Listen to them please↓
11	Dan Dan	She is mine ((pointing at Sisi))
12		a::nd She is <u>hers</u> ((pointing at JoJo and then Daisy))
13	Daisy	((facing the teacher))
14		And we <want them> to do something we <u>don't</u> want to do ↓=

15	Teacher	=Umhummm
16	Dan Dan	((facing Sisi))
17		Um (.) >go- um(.)< do my homework↓
18	Sisi	Why↓
19	Dan Dan	Because I-I(.) clone you (.) um(.) you are my sub-si-tude↓
20		and >want-< (.) I want you to do something I don't want to do (.)
21		So (.) you (.) must(.) um(.) listen to me↓
22	Sisi	It's <u>unfair</u> ↓ I want to watch TV↓
23	Students	hahaha
24	Dan Dan	Um(.) I'm the >host- < I am the hostress↓ (hostess)
25		So (.) you-you must er (.) keep my mind↓
26	Sisi	Okay↑
27	Dan Dan	((facing to Daisy))
28		°Hao chu° ((Mandarin: advantage ))
29	Daisy	((facing JoJo))
30		Hey↓>I- <my mother ask me to do some chores (.) um (.)
31		you <u>must</u> help me↓
32	JoJo	Um(.) Ok↓
33		Bu::t if I he::lp you (.) you <u>don't</u> have the <u>exprise</u> (experience) a::nd
34		if I (.) am <u>get away</u> (.) um (.)
35		you-you can't do the:: <u>things</u> without my help↓
36		um(.) you should do it yourself↓
37		Because I have my <u>own</u> right↓
38		I want to do my s-s-er(.) I want do (things for) myself↓
39		I want do <u>something</u> I <u>want</u> ↓ hhh(.)
40	Daisy	But (.) um (.) <u>why</u> ↓ I <u>clone</u> you ↓
41		What-what-um(.)what I clone you for ↓
42	JoJo	[um(.)]
43	Daisy	[you must] do something for <u>me</u> ↓
44	JoJo	Why↓
45		When I brou- bring up (grow up) (.) I have my own right↓
46		I am a::(.) <u>who::le</u> (independent) person↓
47		I >want do< <u>something</u> (.) I want
48		((Facing Dan Dan))
49		°Zong jie yi xia° ((Mandarin: sum this up))
50	Dan Dan	((facing to the teacher))
51		>so what< we want to say (.) is the >dis-<um (.)the advantages >um< is (.)
52		we can use them (.) use them (.)
53		because they don't (.) um(.) like human↓
54	Teacher	[umhummm↑]
55	Dan Dan	[ > we-we< ] use them to do (.) um (.) do (.) um (.) do something

56		But at the same time (.) we put some pressure on us(.)
57	Teacher	[umhum↑]
58	Dan Dan	[because (.)] >if they do some < <u>illegal things</u> (.) um(.)
59		the -the govemement-ment the Govenment <u>don't</u> know who <u>do</u> it
60	Teacher	[umhum↑]
61	Dan Dan	[your] <u>substitute</u> (.) or <u>yourself</u> ↓
62		so (.) its very compli::cated
63	Teacher	Yes ↓So problems arise
64	Dan Dan	Yes↓ thank you
65	Teacher	Um(.) haha (.)Thank you
		Very good↓ very good↓ °yes° Ok↑ Any other ↑

### Transcript 17

Turn	Speaker	Transcription
1	Teacher	Just now (.) In the article (.)
2		Weihua talks about (.) <u>her</u> favourite (.) <u>subjects</u> (.)
3		her favourite (.) <u>sports</u> (.) and her favourite (.) afterschool activities
4		Now my question is (.) what are <u>yours</u> ↓
5		What are <u>your</u> favourite (.) <u>subjects</u> (.) <u>sport</u> (.) and <u>afterschool</u> activities↓
6		And <u>do</u> remember (.) <u>why</u> ↓ Why you like (.) the subjects so much(.)↓
7		Why you prefer (.) that >kind of sports< so much↓ ok ↑
8		Now↓ talk about it
9		And sha::re your opinions(.) with your group members
10	Meimei	Ok
11	Teacher	Is it clear↑
12	Meimei	[yes]
13		[hhh(.)]I like the school (.) Um (.) that (.) um (.)
14		Teacher can give some (.) give some (.) give our time to study <u>by myself</u>
15		Um (.) hhh(.) I can(.) I can speak (.) [on the(.) on the subjects
16	Meimei	[But (.) I mean
17		What subjects you like
18	Jack	um↑
19	Meimei	What <u>subjects</u> ↓
20	Lanlan	Sub- <u>jet</u>
21	Meimei	Ok↑
22	Jack	[P.E. ↑
23	Meimei	[Um(.)] Maybe (.) >I don't know< what's
24	Jack	Favourite
25	Meimei	°What° is your favourite↓
26	Jack	P.E.

27	Meimei	P.E. Why ↓ why is P.E. ↓
28	Jack	>I can< play football (.) on the P.E. right↑
29	Meimei	[so]
30	Jack	[I like] football very much↓ WOOHOO (waving his fist in the air) hehehe.
31	Meimei	Um (.) the sport (.) so the sports (.)
32		>your favourite sport< is also the football
33		a::nd after school activities-
34	Jack	Um (.) sleep
35	Meimei	Just sleep (.) just sleeping ↑
36	Jack	yes↑
37	Teacher	What is your favourite sport ↑
38		>what is your favourite sport <↑
39	Jack	Hehehe (.) Soccer↓ Soccer↓
40	Teacher	Soccer↑
41		Just now I heard that <u>your</u> favourite sport is [sleep]
42	Jack	[hehehe]
43	Lanlan	Jiushi donggan de jinbao de yinyue zemeshuo ya (Madarin: how to say rock music)
44		
45		Jiu shi ((Mandarin: it is)) Rock music
46	Lanlan	Rock
47	Meimei	Rock
48		for me I like(.) actually(.) I like all subjects but hate all subjects-
49	Teacher	Hi class↑
50		This guy said(.) his favourite sport (.) is (.) sleep↓
51	Students	hahaha
52	Teacher	Ok I want you to be serious↓ °right° ↑
53		SLEEP is (.) <u>not</u> a sport↓ °ok° [hhh(.)]
54	Students	[hehehe]
55	Meimei	I <u>like</u> all:: subjects (.) but hate all subjects
56	Lanlan	In-in school↓
57	Meimei	>We just limited< the subjects in the book↓ °I ° want to
58	Lanlan	[(...)]
59	Jack	[((coughing))]
60	Meimei	Do you understand what i mean↑
61	Lanlan	[Um(.)]
62	Teacher	[EATING↓(.)] is (.) <u>not</u> a sport ↓
63		((facing the whole class after talking to group 3))
64	Students	hahaha
65	Meimei	Education >is just for < the(.) examination ↓
66		I want to:: have more free:: to:: lear::n the (.) knowledge ITSELF↓
67		I mean↓
68		What about you↓
69	Lanlan	I li::ke(.) I li::ke(.) English <u>class</u> ↓ becau::se in the:: English cla::ss

		(.)
70		I can ta::lk (.) what I want to say ↓
71		A::nd [I am very ]
72	Meimei	[Ni ke yi shuo] ((Madarin: you can say))
73		say what you want to say
74		huo zhe ((Mandarin: or))
75		Talk what i want to talk ↓
76	Jack	Teacher (.) teacher(.) teacher(.) only a joke ↓
77		I like (.)the sport (.) fall in love ↓ [hehehe]
78	Teacher	[haha]
79		((facing to the whole class))
80		A::nd being in love with someone(.) is <u>not</u> (.)a sport ↓
81	Jack	hehehe
82	Teacher	Jack says (.) fall in love with somebody(.) is his favourite sport ↓
83		No(.) absolutely not ↓ (.) Not s sport ↓
84	Students	hahaha

### Transcript 18

Turn	Speaker	Transcription
1	LanLan	Um (.) I li::ke (.) I like playing(.) dance machine (.) after school
2	Teacher	What-what ↑
3	LanLan	Um dance <u>machine</u> ↓
4	Teacher	Oh <u>dancing machine</u> [why ↓]
5	Lanlan	[ <u>Dancing machine</u> ]
6	Teacher	[ <u>Dancing machine</u> ]
7	Lanlan	[I like it (.) ] I like it very much ↓
8		I ca::n't (.) play <u>it</u> (.) everyday ↓
9		Um (.) I only play <u>it</u> (.) on Sunday
10		<u>it</u> can(.) lose weight a::nd
11	Teacher	umhum ↑
12	LanLan	I can enjoy (.) I can enjoy the wonderful music
13		a::nd ca::n keep me fit um (.)
14	Teacher	Yeh ↑ So you want to keep fit
15	LanLan	yes ↓
16	Teacher	That's good ↓
17	LanLan	That's all
18	Teacher	Thank you
19		And (.) >do you want to <say something
20	Meimei	Um (.) maybe (.) I can (.) give a chance (.)for him ↑
21	Teacher	<u>Oh</u> ↓ that's good ↓
22		please ↓
23	Jack	I like <u>soccer</u> a::nd >the pop-< a::nd the best popular (.)sport on the world
24		Um (.) >it's my -<er (.) it is my teacher (.) my Friends
25		When you >gew-< goal (.) on the- goal (.) >um-<on the group
26		It can let you (.) um(.) forget whatever make you um (.) feel bad ↓

27		um(.) at that time you (.) um(.) as if to (.) have the world
28	Teacher	Umhum↓
29		What a good answer ↓ ↑
30		yes good that's all↑
31	Jack	Um↓
32	Teacher	yes↑

#### Transcript 19

Turn	Speaker	Transcription
1	Lanlan	wen na ge shen me ((Mandarin: let's ask that))
2		what the (.) what the (.) article (.) mainly (.) talking about↓
3	Meimei	>No this < too easy ↓
4		Do you have some (.)some (.) good ideas ↓
5	Lanlan	Um (.) What do you <u>think</u> the s-school life in UK↓
6	Meimei	<Can we give> a:: more difficult questions (.) give them
7	Other group members	((silence))
8	Meimei	How about <u>you</u> ↓ What do you think↓
9		((looking at Jack))
10	Jack	((Silence))
11	Meimei	OK↓ Um(.) What's the main idea (.) want to imply↓
12		Um(.) >wei-< <u>what</u> idea:: Weihua want to:: tell us↓
13		I think just um(.) some feelings (.) about the life in UK↓
14	Lanlan	Um(.) Maybe(.)
15		is it she ya (('ya' in Mandarin function as a question mark )) haishi ((mandarin: or)) he ya
16	Teacher	No Chinese ↓
17	Students	hahaha
18	Meimei	He↓She↓
19	Lanlan	She ya↓
20	Meimei	Maybe >she he< I don't know
21	Lanlan	°Translate in Chinese°
22	Meimei	Want to check the (.) >want to check <the understanding (.) )
23		did you <understand the whole passage> overall ↓
24		how to check it↓
25	Lanlan	Want to translate into traditional Chinese
26	Meimei	haha
27	Lankan	Um (.)Maybe we can <u>put up</u> a question (.) like um(.)
28		why (.)do you <u>think</u> (.) the> bushi< ((Mandarin: No))
29		what do you <u>think</u> (.)Weihua °want to talk° [write this article]
30	Meimei	[Maybe (.) it is um (.)]
31		why(.) weihua (.) ((writing on a paper))



32	LanLan	Why weihua (.)want to talk
33	Meimei	No I mean
34	Jack	°I have° a good question (.)
35		What's the sex of weihua haha man or woman haha
36	Meimei	No um (.) Maybe (um) why weihua <u>enjoy</u> (.)his life in the UK
37	LanLan	[um↑]
38	Teacher	Are you ready↑ Is each group ready↑
39	Lanlan	Why weihua enjoy (.) his life in the UK
40	Teacher	Is each group ready↑
41	Meimei	yes↓

## **Appendix 5: Lesson text ‘How life began on earth’**

### How life began on the earth

No one knows exactly how the earth began, as it happened so long ago. However, according to a widely accepted theory, the universe began with a “Big Bang” that threw matter in all directions. After that, atoms began to form and combine to create stars and other bodies.

For several billion years after the “Big Bang”, the earth was still just a cloud of dust. What it was to become was uncertain until between 4.5 and 3.8 billion years ago when the dust settled into a solid globe. The earth became so violent that it was not clear whether the shape would last or not. It exploded loudly with fire and rock. They were in time to produce carbon, nitrogen, water vapor and other gases, which were to make the earth’s atmosphere. What is even more important is that as the earth cooled down, water began to appear on its surface.

Water had also appeared on other planets like Mars but unlike the earth, it had disappeared later. It was not immediately obvious that water was to be fundamental to the development of life. What many scientists believe is that the continued presence of water allowed the earth to dissolve harmful gases and acids into the oceans and seas. This produced a chain reaction, which made it possible for life to develop.

Many millions of years later, the first extremely small plants began to appear on the surface of the water. They multiplied and filled the oceans and seas with oxygen, which encouraged the later development of early shellfish and all sorts of fish. Next, green plants began to grow on land. They were followed in time by land animals. Some were insects. Others, called amphibians, were able to live on land as well as in the water. Later when the plants grew into forests, reptiles appeared for the first time. They produced young generally by laying eggs. After that, some huge animals, called dinosaurs, developed. They laid eggs too and existed on the earth for more than 140 million years. However, 65 million years ago the age of the dinosaurs ended. Why they suddenly disappeared still remains a mystery. This disappearance

made possible the rise of mammals on the earth. These animals were different from all life forms in the past, because they gave birth to young baby animals and produced milk to feed them.

Finally about 2.6 million years ago some small clever animals, now with hands and feet, appeared and spread all over the earth. Thus they have, in their turn, become the most important animals on the planet. But they are not looking after the earth very well. They are putting too much carbon dioxide into the atmosphere, which prevents heat from escaping from the earth into space. As a result of this, many scientists believe the earth may become too hot to live on. So whether life will continue on the earth for millions of years to come will depend on whether this problem can be solved.

## Appendix 6: The teacher's teaching plan for 'How life began on earth'

The Teaching Plan (Period 1)			
Instructor		*****	
Subject		Unit 4 How life began on the earth	<div> <div>Type</div> <div>Reading</div> </div>
Teaching aims	Knowledge	Help the students to learn some key new words on the development of the earth and life: 1atmosphere;2fundamental;3dissolve;4amphibian; Help the Ss to get a clear understanding of the process of life's coming into being on the earth	
	Ability	Help the Ss to improve their abilities of getting the main idea of the text by capturing key words and getting key information by doing careful reading, guessing new words according to the context, and trying to figure out the writer's purpose of the writing.	
	Emotion	Help the Ss to build up correct ideas and concepts of protecting the earth and cherishing life	
Difficult points		Vocabulary (Word guessing );comprehension of the author's purpose of the writing	
Key points		Focus on the key words of each paragraph or each part; The process of the earth's coming into being and its development; the process of life's coming into being and its development	
Teaching strategies		Conversation; questions and answers; discussion;	
Learning strategies		Co-operation, Exploration study, interaction.	
Teaching aids		Chalk and blackboard	

## Teaching Procedures

I. Greetings and lead in with a question. If I say life is the most important thing for everybody do you agree? But have you ever thought about the questions how life came into being and where we human beings came from?

II. First reading asks the students to go to the text and to get the general idea of the reading passage.

Reading strategies for first reading:

- 1) Glance at the title
- 2) Read the first sentence of each paragraph and the last sentence of the last paragraph
- 3) If there are pictures or diagrams in the text look at them
- 4) A text is usually followed by some questions, so reading the questions also helps you get some key information you need. And underline the two key words : "the earth ; life" in the title with red chalk.

III. Second reading asks the students to read the text again with the purpose of getting the general idea of each paragraph.

Reading strategies for second reading:

- 1) Scan the text for specific information, focusing on the key word(s) of each paragraph. While reading, underline the key word that they think can tell the main idea of the paragraph.
- 2) Run eyes along the lines of the article without stopping at the words or sentences they don't understand instead of reading word by word.

Key\_word of each paragraph:

para1: Big Bang;

para2: the earth

para3: water

para4: life

para5: clever animals

IV. Third reading: detailed reading for key information about the development of the earth and the development of life on the earth

Reading strategies for third reading:

- 1) Read in detail, focusing on the key words that are closely related to the development of the earth and life
- 2) Encourage the Ss to guess the meaning of the new words from the context or the surrounding words in the sentence.

3) The development of the earth:

Big Bang - a cloud of dust - a solid globe (with the atmosphere and water on it)

The development of life:

Plants: small plants (in water) green plants (on land) forest (on land)

Animals: shellfish and all sorts of fish insects and amphibians reptiles (dinosaurs)

mammals --human beings (global warming)

Strategies of dealing with new words:

1Big Bang: explosion (through paraphrase in English)

2atmosphere: a mixture of gases surrounding the earth (through word guessing)

3fundamental: basic, necessary and important (through synonym)

**4 dissolve: (a solid) to mix with a liquid and become part of it (by giving an example)**

5 oxygen: a gas that has no colour or smell, and is necessary for animals to live (through definition)

6 amphibians: an animal that can both live in water and on land (through word guessing according the context)

7mystery: sth that nobody can understand or explain (paraphrase in English)

V. ask the students to work in groups and try to raise some questions based on the text ,and then ask other students to answer the questions .The purpose of this step is to check the students whether they have a good understanding of the text.

VI. Free talk: Encourage the students to tell their feelings after reading this passage especially about the last sentence. Students' answers vary

VII. Discussion

1) what's the writer's intention to write this passage? The purpose of this step is to check the students whether they have a deep understanding of the text.

Possible answers are : the writer wants us to realize how serious the problem (global warming)is ,set up correct concepts of environmental protection, hold a right attitude toward nature, and take immediate action before it is too late

2) make a theme for 2011 Earth day and report it to the class

VIII. Sum up before class ends

## **Appendix 7: The lesson text of ‘School life in the UK’**

School life in the UK Going to a British high school for one year was a very enjoyable and experience for me. I was very happy with the school hours in Britain because school starts around 9 a.m. And ends about 3.30 pm, this means I could get up an hour later than usual, as schools in China begin before 8 a.m. On the first day, all of the new students attended an assembly in the school hall .I sat next to a girl whose name was Diana .We soon became best friends. During the assembly, the headmaster told us about the rules of the school. He also told us that the best way to earn respect was to devote ourselves to study and achieve high grades. This sounded like my school in China. I had many teachers in the past year. Mr Heywood , my class teacher , was very helpful .My favourite teacher was Miss Burke--I loved the lessons that she gave in English Literature .In our class there were 28 students .This is about the average size for British schools . We had to move to different classrooms for different classes. We also had different students in some classes, so it was a struggle for me to remember all the faces and names. I found that the homework was not as heavy as what I used to get in my old school. However, it was a bit challenging for me at first, because all the homework was in English. I felt lucky ,as all my teachers gave me much enjoyment and I enjoyed all my subjects: English , History , English Literature, Computer Science , Maths , Science , PE ,Art , Cooking and French. My English improved a lot , as I used English every day and spent an hour each day reading English books in the library . I usually went to the Computer Club during the lunch break, so I could send e-mails to my family and friends back home for free. I also had an extra French class on Tuesday evenings .Cooking was really fun as I learnt how to buy, prepare and cook food .At the end of term we held a class party and we all had to cook something .I was glad that all my classmates were fond of the cake that I made. Students at that school have to study Maths, English and Science, but can stop studying some subjects if they do not like them, for example, History and French. They can choose other subjects like Art and Computer Science, or languages such as Spanish and German. Though it did not look very beautiful when it was finished, I still liked it very much. I missed Chinese food a lot at lunch .British food is very different. British people like eating dessert at the end of their main meal. After lunch, we usually played on the school field. Sometimes I played football with the boys. Sometimes I just relaxed under a tree or sat on the grass. I was very lucky to experience this different way of life .I look back

on my time in the UK with satisfaction, and I really hope to go back and study in Manchester again

## Appendix 8: Teacher's handwritten lesson plan for 'School life in the UK'

→ Introduce the reading strategies: Skimming and Scanning.

→ First Reading: ① General ideas ② How does Wei Hua feel abt her life in the UK.

→ Second Reading: ① What aspects of school life are mentioned in the article?  
pls underline or circle the key words or phrases in each paragraph that can tell the main idea of that para.

→ Third Reading: ① What are the similarities and differences between the schools in China and the UK. according to the text?

Talk about what you like and dislike about your school.  
① make a list of the things that you like most abt our school.  
② Tell your nat dislike abt our school.  
③ What is your ideal school?  
④ Write down what you discussed just now and the title of your article is "My ideal school".  
The article is supposed to include the following aspects:  
① school hours  
② lunch (dining hall).  
③ subjects and classes (class size)  
④ teachers and classmates.  
⑤ equipment (What's in your ideal school....?)  
⑥ other things: homework  
→ school uniforms  
→ after school activities.

according to the text:

Similarities: ① the school rules and the best way to earn respect from the school.  
② each teacher teaches only one subject.  
③ Some subjects learned are similar.  
④ extra class.  
⑤ After-lunch activities.

Differences: ① school hours.  
② class size and classrooms.  
③ homework.  
④ Some subjects: Cooking class, Woodwork class.  
⑤ food.

→ Fourth Reading:  
Discuss in groups and tell how different they are.

③ What time does our school day start? Do you think it is too early or too late? (enough sleep)  
④ What time does our school day finish? too early or late? enough sports, after-school activities, and earlier  
⑤ What are your favorite subjects, sports and after-school activities?  
Keep fit; stay healthy.  
Learn a lot; make friends.

→ Discuss in groups and try to raise 1-2 questions according to the text.